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ABSTRACT

These student learning materials deal with food preparation. The following topics are covered in the individual units: types of food service jobs and their educational requirements; safety and fire prevention; sanitation; use and care of hand tools and utensils; care and use of equipment; counter service; cashiering; fry stations; dining room procedures; sidework; table settings; procedures for using a recipe; salads, fruits, and salad dressings; sandwiches, hors d'oeuvres, and garnishes; quick breads and yeast products; desserts; and breakfast cookery. A variety of learning materials is provided, including unit and specific objectives, information sheets, assignment sheets, and unit tests. (MN)

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# Food Preparation Principles For Home and Community Services

## Student Material

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Stillwater, Oklahoma
1984

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## ORIENTATION
## UNIT I

### UNIT OBJECTIVE

After completion of this unit, the student should be able to distinguish between different types of service jobs and their work or educational requirements and select qualities of food service personnel. The student should also be able to explain how personality traits can affect waiters/waitresses in their jobs, figure guest checks using addition and multiplication, and figure tips using multiplication. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

### SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to food service with their correct definitions.
2. Complete a list of statements concerning facts about the food service industry.
3. Distinguish between different types of service jobs and their work or educational requirements.
4. Select desired qualities of food service personnel.
5. Distinguish between the advantages and disadvantages of service jobs.
6. Match types of service with their operations.
7. Select true statements concerning applications of math by service personnel.
8. Demonstrate the ability to:
    a. Complete a questionnaire on your qualifications as a service person.
    b. Explain how personality traits can affect waiters/waitresses in their jobs.
    c. Figure guest checks using addition and multiplication.
    d. Figure tips using multiplication.

## ORIENTATION
## UNIT I

### INFORMATION SHEET

I. Terms and definitions

- A. Busperson--Individual whose duties include all activities not assigned to the waiter/waitress

  (NOTE: This position is also known as dining room attendant or station attendant depending on the type of food service operation.)

- B. Cafeteria line server--Individual responsible for selling, serving, and replenishing food from a section of a cafeteria line
- C. Cashier--Individual responsible for collecting money
- D. Counter service--Operation with rapid service and the minimum amount of cover items
- E. Dining room manager--Individual responsible for all management activities pertaining to the dining room
- F. Guest check--A type of food order on which guests' choices are written
- G. Head waiter/waitress--Individual in charge of a group of waiters/waitresses
- H. Host/hostess--Individual responsible for meeting, greeting, and seating guests
- I. Self-service--Operation where guests act as their own waiter/waitress
- J. Table and counter service--Operation which may be the same as table service, but usually more informal
- K. Table service--Operation with experienced staff and expensive cover
- L. Tray service--Operation where guests receive service either in their room or car
- M. Waiter/waitress--Individual responsible for taking, placing, and serving the food order and presenting the check; the major service person in a food operation

II. Facts about the food service industry

- A. There are approximately 560,000 food service units in the United States
- B. Annual sales are over 140 billion dollars
- C. Income of food service employees compares favorably with average income for all workers
- D. Food service industry employs two million waiters and waitresses
- E. The average person eats out 3.5 times a week

## INFORMATION SHEET

III. Types of service jobs and their work or educational requirements

A. Semi-skilled

1. Jobs
    a. Waiter/waitress
    b. Dining room attendant
    c. Line server
2. Work requirement may include successful completion of an on-the-job training program

B. Skilled

1. Jobs
    a. Head waiter/waitress
    b. Host/hostess
    c. Cashier
2. Educational requirement may include successful completion of a vocational food service program

C. Technical

1. Job--Dining room manager
2. Educational requirement may include successful completion of a two year college program in the food service area

D. Professional

1. Jobs
    a. Owner
    b. Manager
    c. Assistant manager
2. Educational requirement may include successful completion of a four year college program in the food service area

## INFORMATION SHEET

IV. Desired qualities of food service personnel

A. Good health and physical stamina

(NOTE: An employee must have the ability to work long hours on one's feet under conditions that call for a high energy level.)

B. Higher than average drive

(NOTE: A service job is not for the lazy or sluggish.)

C. Pleasant physical appearance

(NOTE: Neatness and cleanliness are especially important.)

D. Inherent friendliness and courtesy

E. A need for money

(NOTE: Service personnel who must support a family or pay off debts will be motivated to work hard.)

F. Self-confidence and self-reliance

G. Relative freedom from poor habits

Examples: Causing friction with guests, being chronically late

H. Reliable

(NOTE: Service personnel must be able to fulfill the responsibilities for which they were hired.)

I. Cooperative

(NOTE: Personnel must be willing to work with other co-workers in a common effort toward completing work assigned.)

J. Knowledgeable

(NOTE: Personnel must learn service techniques and how to apply them in a smooth, efficient manner.)

V. Advantages and disadvantages of service jobs

A. Advantages

1. Good income

Example: A waiter/waitress can earn in a big city between $150 and $180 per week in tips plus a salary

(NOTE: Base salary will vary from state to state.)

## INFORMATION SHEET

2. Meeting people
3. Minimal investment
4. Pleasant surroundings
5. Instant gratification
    a. Compliments
    b. Tips
6. Part-time job availability
7. Little training necessary
8. Fringe benefits
    a. Paid vacation
    b. Meals
    c. Uniforms
    d. Insurance
    e. Bonuses
    f. Profit sharing
    g. Opportunities for advancement
    h. Dealing with the public

B. Disadvantages

1. Long periods of standing and walking
2. Evening work
3. Short or broken work schedules
4. Dealing with the public

    (NOTE: This is both an advantage and disadvantage. It all depends on how well you get along with others.)

5. Weekend and holiday work required

## INFORMATION SHEET

VI. Types of service and their operations

- A. Table service--Fine restaurants
- B. Counter service--Short order restaurants
- C. Table and counter service--Family restaurants
- D. Tray service
  - 1. Room service
  - 2. Hospital service
  - 3. Drive-in service
- E. Self-service
  - 1. Cafeteria
  - 2. Buffet
  - 3. Take out

VII. Applications of math by service personnel

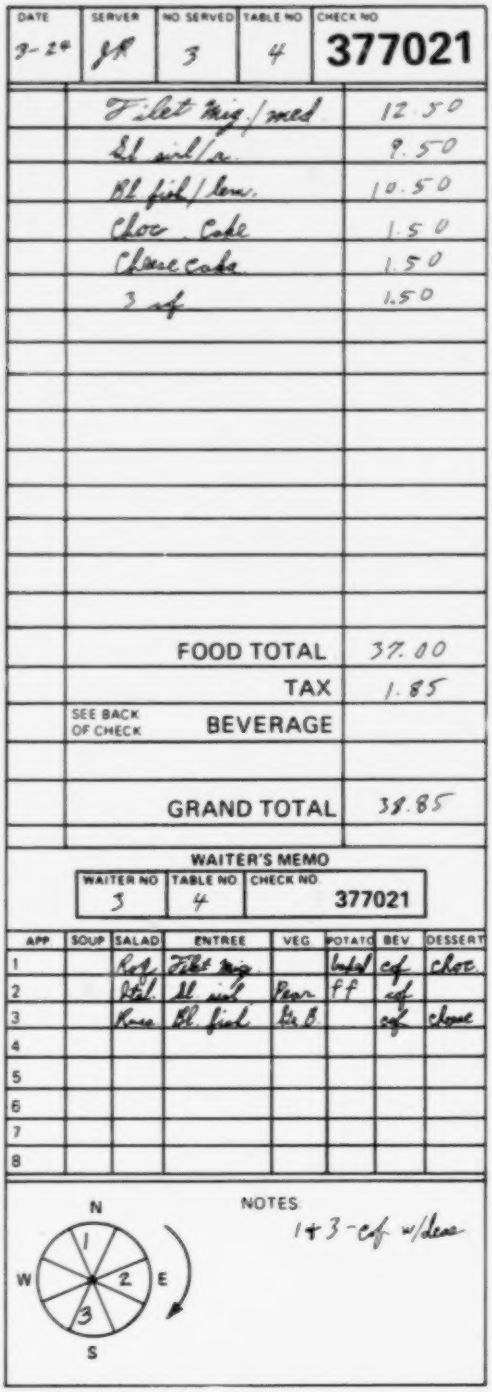
- A. Waiter/waitress
  - 1. Writes a guest check (Transparency 1)
    - a. Adds totals
    - b. Multiplies sales tax
    - c. Divides a check for individual guests
  - 2. Figures a tip--A percentage of the guest check is given to the waiter/waitress

    (NOTE: 15% is a standard amount given for good service.)
  - 3. Keeps a daily record of tips (Transparency 2)
  - 4. Totals daily tips at the end of each month and completes a report of tips to employer (Transparency 2)
- B. Cashier
  - 1. Balances the daily receipts
  - 2. Operates a cash register

## INFORMATION SHEET

3. Counts a change bank
4. Records information for traveler's checks and credit cards
5. Uses the automatic change-maker to make change

# Typical Guest Check



| DATE | SERVER | NO SERVED | TABLE NO | CHECK NO |
|---|---|---|---|---|
| 3-24 | JR | 3 | 4 | 377021 |

| | | |
|---|---|---|
| | Filet mig./med | 12.50 |
| | Sl sirl/r. | 9.50 |
| | Bl fish/lem. | 10.50 |
| | Choc. Cake | 1.50 |
| | Cheese cake | 1.50 |
| | 3 cf | 1.50 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | FOOD TOTAL | 37.00 |
| | TAX | 1.85 |
| | SEE BACK OF CHECK BEVERAGE | |
| | | |
| | GRAND TOTAL | 38.85 |
| | | |

WAITER'S MEMO

| WAITER NO | TABLE NO | CHECK NO |
|---|---|---|
| 3 | 4 | 377021 |

| APP | SOUP | SALAD | ENTREE | VEG | POTATO | BEV | DESSERT |
|---|---|---|---|---|---|---|---|
| 1 | | Rof | Filet mig. | | baked | cf | choc. |
| 2 | | Ital. | Sl sirl | Peas | ff | cf | |
| 3 | | Russ. | Bl. fish | Gr B. | | cf | cheese |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

NOTES:
1+3-cf w/dess

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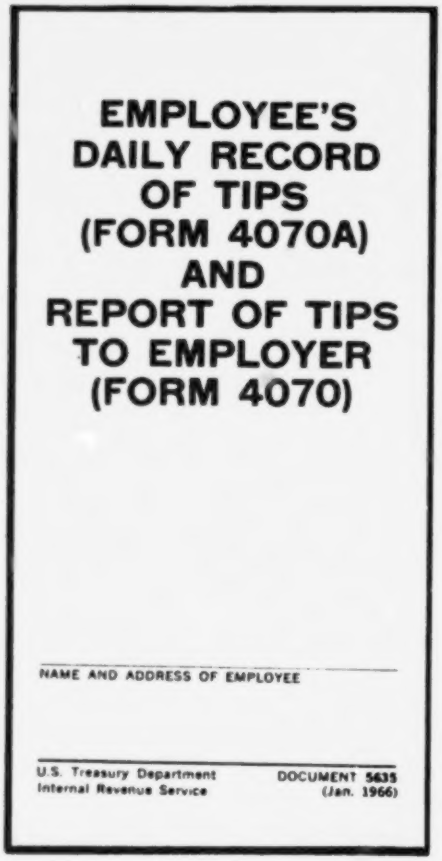
TM 1

# Tip Forms



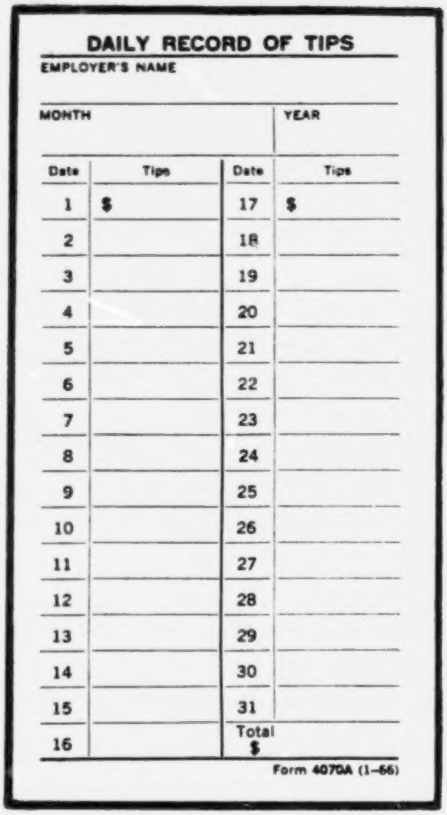
**EMPLOYEE'S DAILY RECORD OF TIPS (FORM 4070A) AND REPORT OF TIPS TO EMPLOYER (FORM 4070)**

NAME AND ADDRESS OF EMPLOYEE

U.S. Treasury Department
Internal Revenue Service

DOCUMENT 5635
(Jan. 1966)

Form 4070A, shown below, is your daily record of tips.



**DAILY RECORD OF TIPS**

EMPLOYER'S NAME

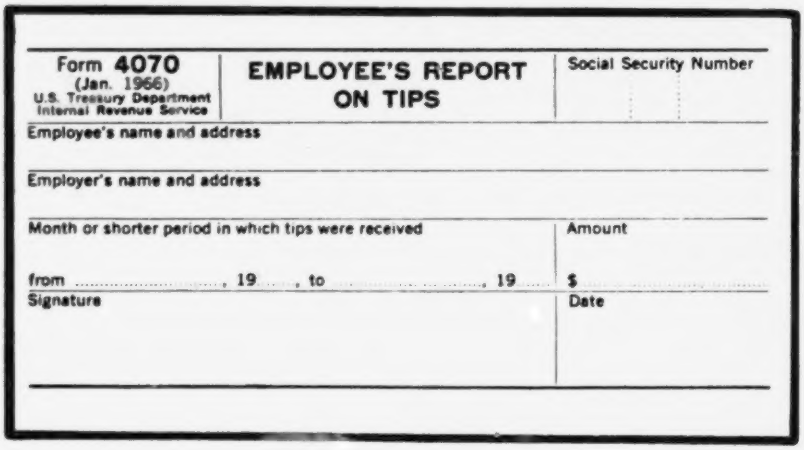
MONTH

YEAR

| Date | Tips | Date | Tips |
|---|---|---|---|
| 1 | $ | 17 | $ |
| 2 | | 18 | |
| 3 | | 19 | |
| 4 | | 20 | |
| 5 | | 21 | |
| 6 | | 22 | |
| 7 | | 23 | |
| 8 | | 24 | |
| 9 | | 25 | |
| 10 | | 26 | |
| 11 | | 27 | |
| 12 | | 28 | |
| 13 | | 29 | |
| 14 | | 30 | |
| 15 | | 31 | |
| 16 | | Total<br>$ | |

Form 4070A (1-66)

Form 4070, shown below, is filled out by you and turned in to your boss each month.



Form **4070**
(Jan. 1966)
U.S. Treasury Department
Internal Revenue Service

**EMPLOYEE'S REPORT ON TIPS**

Social Security Number

Employee's name and address

Employer's name and address

Month or shorter period in which tips were received

from ........................., 19......, to ........................., 19......

Amount

$ ..............................

Signature

Date

## ORIENTATION
## UNIT I

### ASSIGNMENT SHEET #1--COMPLETE A QUESTIONNAIRE ON YOUR QUALIFICATIONS AS A SERVICE PERSON

Do you qualify as a person who can work in the service area of a hospitality operation? Complete the questionnaire below. Then compare your answers with the statements on the following page.

| | Always | Usually | Sometimes | Seldom | Never |
|---|---|---|---|---|---|
| 1. I enjoy meeting new people, even if I know that I may never see them again. | ____ | ____ | ____ | ____ | ____ |
| 2. I can perform several tasks at the same time without getting confused. | ____ | ____ | ____ | ____ | ____ |
| 3. I lose my temper easily. | ____ | ____ | ____ | ____ | ____ |
| 4. I become visibly upset over my personal problems. | ____ | ____ | ____ | ____ | ____ |
| 5. I can be on my feet for hours at a time without becoming worn out. | ____ | ____ | ____ | ____ | ____ |
| 6. I can be sincere and honest with the people I deal with. | ____ | ____ | ____ | ____ | ____ |
| 7. I can accept criticism without becoming upset. | ____ | ____ | ____ | ____ | ____ |
| 8. I can remain cheerful when the going gets rough. | ____ | ____ | ____ | ____ | ____ |

## ASSIGNMENT SHEET #1

1. One of the most important qualities a waiter/waitress should possess is a real liking for people. People are your business. When guests sit down at a table, they want more than food. They want to be liked. The good waiter/waitress likes people and shows it. Make a person feel liked, even when you know that the guest may never be seen again.

2. It is not likely that you will be waiting on one table at a time. Chances are that you will be waiting on five or six, with several people at each table. You may be handling drink as well as food orders, cleaning up stations, clearing and setting tables--and all at the same time! It is a job that requires concentration. As you serve one customer, you will have to keep the needs of several others in mind. You will become confused unless you are well-organized.

3. There will be times when your self-control is put to the supreme test. You may have other waiters/waitresses taking your orders or you may have to serve guests who make unreasonable demands. Situations may arise that will make you feel like screaming. An even temper is important in your job as a waiter/waitress. Without it, the restaurant could become an open battleground.

4. No guest wants to see a depressed waiter or waitress. The guest is paying for more than food. Upset or gloomy waiters or waitresses will not be working to their fullest capacity. You must be able to forget your personal problems for hours at a time and concentrate on keeping your guests happy.

5. You will spend ninety-five percent of your working hours standing and walking. The demands of a hungry dinner crowd will not allow you to take time to rest. You will be running from the kitchen to the tables. It is a tiring job. Few restaurants allow employees to rest where the guests can see them. Your best friend on the job is a comfortable pair of shoes with firm arch supports. Always take care of your feet. They are one of your most important tools.

6. Always be truthful with guests. When you make a mistake, you must be able to say "I'm sorry," and be sincere. Telling guests that steaks take an hour when they complain about a late order not only sounds false, it is an insult to their intelligence. Being honest with your guests will win their admiration. A guest's admiration results in return business.

7. Not every guest is going to be happy with your service. Some guests can never be satisfied; they will complain and complain. You sometimes will have to stand patiently and listen to criticism that may or may not be just. In either case, remember that the guest is always right.

8. Being a waiter or waitress involves some acting talent too. You may have five guests banging on the tables for food and two cooks yelling for you to pick up your orders, but you will have to remain cheerful. Guests expect their waiters/waitresses to be in a good mood. The mood of a cheerful waiter/waitress will spread to everyone in the restaurant. While you will not always feel cheerful, you will always have to look cheerful. "Keep smiling" is one of the by-laws of the waiter/waitress profession.

## ORIENTATION
## UNIT I

## ASSIGNMENT SHEET #2--EXPLAIN HOW PERSONALITY TRAITS CAN AFFECT WAITERS/WAITRESSES IN THEIR JOBS

Explain in writing how each of the following personality traits can affect waiters/ waitresses in their jobs.

1. Shy--

2. Short-tempered--

3. Gossipy--

4. Easily frustrated--

5. Easily tired--

6. Good memory--

## ORIENTATION
## UNIT I

### ASSIGNMENT SHEET #3--FIGURE GUEST CHECKS USING ADDITION AND MULTIPLICATION

A. With a friend timing you, add the following series of numbers.

1. $6.75
1.25
.43
2.35
2.35
1.55

a. ____________ sub total

b.+ ____________ 4% Sales Tax

c. ____________ Total

2. $2.35
.25
1.40
.75
.15

a. ____________ sub total

b.+ ____________ 6% Sales Tax

c. ____________ Total

3. $8.50
7.45
1.50
1.50
1.75
1.25
2.00
1.85
.25
.25

a. ____________ sub total

b.+ ____________ 4% Sales Tax

c. ____________ Total

4. $4.50
5.25
5.00
.95
.95
1.20
1.30
1.00
.95
1.25
1.75
2.00

a. ____________ sub total

b.+ ____________ 5% Sales Tax

c. ____________ Total

## ASSIGNMENT SHEET #3

B. Now try adding the following series of numbers in less than one minute.

1. $4.75
2.30
7.60
2.55
1.25
1.25
1.00
2.30
2.05
1.25
1.25
1.10

a.__________ sub Total

b.+__________ 4% Sales Tax

c.__________ Total

2. $2.25
1.85
.35
.55
.20
.25
.60
.75

a. __________ sub total

b.+ __________ 5% Sales Tax

c. __________ Total

3. $10.50
11.00
1.50
1.50
5.57
1.50
1.25
2.30
2.10
1.50
1.50

a. __________ sub total

b.+ __________ 4% Sales Tax

c. __________ Total

## ORIENTATION
## UNIT I

## ASSIGNMENT SHEET #4--FIGURE TIPS USING MULTIPLICATION

Find the amount of tip for each of the following totals. Do not round off the amounts.

Example: $10.00 X .15 = $1.50

1. $12.00 $________________
2. 15.00 $________________
3. 18.00 $________________
4. 20.00 $________________
5. 24.00 $________________
6. 25.60 $________________
7. 30.40 $________________
8. 30.75 $________________
9. 42.30 $________________
10. 50.40 $________________
11. 64.20 $________________
12. 78.00 $________________
13. 84.50 $________________
14. 96.60 $________________
15. 103.40 $________________

# SAFETY
# UNIT VI

## UNIT OBJECTIVE

After completion of this unit, the student should be able to select rules for fire prevention, complete statements concerning action to take in case of fire, and match types of emergency situations with their proper first aid procedures. The student should also be able to prepare and complete a safety checklist and lift a heavy item properly. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 100 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to safety with their correct definitions.
2. Complete a list of statements concerning classes of fires.
3. Match types of fire extinguishers with their uses.
4. Select true statements concerning rules for fire prevention.
5. Complete a list of statements concerning action to take in case of fire.
6. List three cardinal rules of safety.
7. Complete a list of physical characteristics of a safe storeroom.
8. Circle the words which best complete statements concerning procedures for storing supplies safely.
9. Select true statements concerning ways to prevent burns.
10. Complete a list of ways to prevent electrical shock.
11. Complete a list of ways to prevent falls.
12. Select true statements concerning ways to prevent cuts.
13. Complete a list of statements concerning characteristics of safe clothing for the kitchen.
14. Match types of emergency situations with their proper first aid procedures.
15. List two purposes of OSHA.

16. Demonstrate the ability to:
    a. Prepare and complete a safety checklist.
    b. Lift a heavy item properly.

# SAFETY
# UNIT VI

## INFORMATION SHEET

I. Terms and definitions

A. Accident--Any suddenly occurring, unintentional event which causes injury or property damage

B. CPR--Cardiopulmonary resuscitation; emergency procedure performed by trained individuals to aid a heart attack victim

C. Fire extinguisher--That which quickly puts out fires or at least smothers flames

D. First aid--Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

E. Hazard--A potential source of danger

F. OSHA--Occupational Safety and Health Act; federal legislation designed to insure safe and sanitary working conditions for employees

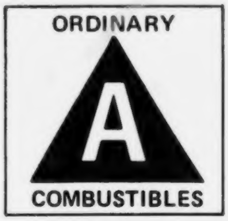
G. Safety--State or condition of being safe; freedom from danger, risk, or injury

H. Safety inspector--One whose job is to visit food service operations to enforce safety regulations and to see that all standards set by laws are met

II. Classes of fires

A. Class A--Fires that occur in ordinary combustible materials; extinguisher identified by a green triangle

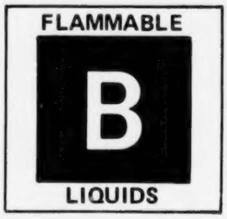
Examples: Wood, paper, rags



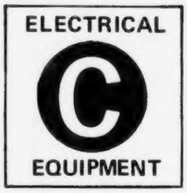
INFORMATION SHEET

B. Class B--Fires that occur with flammable liquids; extinguisher identified by a red square

Examples: Grease, gasoline, oil, paint



C. Class C--Fires that occur in or near electrical equipment; extinguisher identified by a blue circle



(NOTE: Class D fires occur in areas where combustible metals are stored. Extinguishers are identified by a green five-pointed star. Do not attempt to use conventional fire extinguishers on Class D fires.)

III. Types of fire extinguishers (Transparencies 1 and 2)

(NOTE: Once a fire extinguisher has been used, it should be refilled as soon as possible. Check with the fire department nearest you for information.)

A. Pressurized water--Used on Class A fires

B. Soda-acid--Used on Class A fires

C. Foam--Used on Class A and B fires

(NOTE: Never use foam on live electrical fires.)

D. Carbon dioxide--Used on Class B and C fires

E. Multipurpose dry chemical--Used on Class A, B, and C fires

(NOTE: This is commonly used and will be found in most food service operations.)

## INFORMATION SHEET

IV. Rules for fire prevention

- A. Report ANY fire immediately to supervisor
- B. Know where fire extinguishers are and how to use them

  (NOTE: Inspect fire extinguishers annually.)
- C. Keep all equipment in good working order
- D. Keep equipment clean to prevent fires caused by grease piling up, especially on vent hoods and filters
- E. Never put water on hot grease
- F. Watch hot fats for splattering
- G. Store cold fats away from flames
- H. Smoke only in designated areas
- I. Keep matches in closed containers
- J. Light matches before turning on gas jets
- K. Report any gas leaks to supervisor
- L. Turn off all open fires when not in use

V. Action to take in case of fire

- A. Notify supervisor if at all possible
- B. Keep yourself and others calm
- C. Call fire department
- D. Use fire extinguisher to help control blaze until fire department arrives
- E. Cut off air supply

VI. Cardinal rules of safety

(NOTE: Safety is everyone's job. It is a responsibility that never ends.)

- A. If you drop it, pick it up
- B. If you spill it, wipe it up
- C. Keep your mind on what you are doing

## INFORMATION SHEET

VII. Physical characteristics of a safe storeroom

- A. Shelves
  - 1. Strong
  - 2. In good repair
  - 3. Wide enough to hold items
- B. Aisles
  - 1. Wide enough for freedom of movement
  - 2. Clear of objects
  - 3. Well lighted
  - 4. Floors clean and dry
- C. Size
  - 1. Suitable for amount of stock to be stored
  - 2. Separate storage area for chemicals and cleaning materials
- D. Safety ladder

VIII. Procedures for storing supplies safely

- A. Remove all nails and staples when opening boxes, cartons, or barrels

  (NOTE: Do not just bend them down.)
- B. Be careful of splinters when opening wooden boxes
- C. Dispose of all empty cases and boxes promptly
- D. Use a strong, well-braced ladder when removing items from high shelves
- E. Lift a heavy item properly (Transparencies 3 and 4)
- F. Stack heavy items on lower shelves
- G. Stack items on shelves, never directly on floor
- H. Store insecticides, cleaning materials, and other contaminants away from food stuffs
- I. Maintain good housekeeping to reduce the hazard of fire
- J. Never store items in front of fire-fighting equipment

## INFORMATION SHEET

IX. Ways to prevent burns

- A. Use DRY towels or hot pads to handle hot utensils
- B. Lift covers of hot pans away from self
- C. Stand to the side when opening steamers and ovens

  (NOTE: Always lift steamer inserts straight up as steam rises.)
- D. Keep pot handles out of aisles
- E. Keep pot handles away from flames
- F. Do not use your apron as a hot pad
- G. Fill containers to proper level
- H. Get help when moving heavy, hot items; know where to set hot items before moving them
- I. Warn people when placing a hot pot close to them
- J. Avoid dropping wet foods into hot fat

X. Ways to prevent electrical shock

- A. Be sure electrical outlet is grounded before plugging in a cord
- B. Report all defective equipment and worn or frayed electrical cords
- C. Avoid water when working with electricity

  (CAUTION: Dry hands before handling any electrical equipment.)
- D. Unplug equipment before cleaning

  (CAUTION: Remove plug from socket by grasping plug, not cord.)

XI. Ways to prevent falls

- A. Always be able to see where you are going
- B. Keep floors dry and free of grease
- C. Keep aisles clear of obstructions
- D. Keep all equipment doors and drawers closed

## INFORMATION SHEET

- E. Pick up things that you drop
- F. Wipe up things that you spill
- G. Use a safety ladder to reach objects out of reach
- H. Do not run
- I. Do not engage in horseplay
- J. Be careful going around blind corners
- K. Warn people when passing behind them

XII. Ways to prevent cuts

- A. Pick up broken glass slivers with a heavy damp paper towel, never with the hands
- B. Dispose of broken glasses and dishes cautiously

  (NOTE: Dispose of broken glass in separate container for special handling.)
- C. Replace all pieces and parts immediately after cleaning equipment
- D. Use all safety devices on equipment

  Examples: Slicers, grinders
- E. Use can openers that are in good repair and be cautious of edges on opened cans

  (NOTE: Notify supervisor of nicked can opener blades.)
- F. Keep fingers away from all moving parts of equipment
- G. Discard all chipped or cracked dishes
- H. Never reach into water to remove broken glass
- I. Do not work foods too close to the cutting surface when grating
- J. Exercise care when working with knives

XIII. Characteristics of safe clothing for the kitchen

- A. Shoes
  - 1. Rubber heels to prevent slipping

## INFORMATION SHEET

2. Safety toes or closed toes

   (NOTE: Never wear sandals or canvas-topped shoes.)

3. Tied shoelaces to prevent tripping

4. Broad-based heel to provide balance

   (NOTE: The heel should not be over two inches high.)

5. Good strong support for comfort

B. Uniforms

1. Wear suitable uniform for kitchen or dining room

2. Tie apron strings securely and short

   (NOTE: Long ties may be caught in the equipment.)

3. Do not wear necklaces which may get caught in equipment

4. Keep uniform free from pins and jewelry which may drop into the food

5. Do not wear rings around hazardous equipment

XIV. Types of emergency situations and proper first aid procedures

(NOTE: In the event of a severe injury or illness, call an ambulance, paramedics, and/or doctor and treat victim until help arrives.)

(CAUTION: Record accident immediately [Transparency 5].)

A. Bleeding

1. Severe

   a. Pressure dressing

   b. Manual pressure

2. Minor

   a. Antiseptic solution

   b. Sterile bandage

## INFORMATION SHEET

B. Burns
  1. Severe
    a. Second and third degree
    b. Avoid touching
    c. Cover to prevent infection
  2. Minor
    a. Cool water
    b. Sterile bandage
  3. Chemical--Flush skin

C. Shock
  1. Lay person down keeping legs slightly elevated
  2. Cover to prevent loss of body heat

D. Falls
  1. Head injury
    a. Lay flat
    b. Control bleeding
  2. Less severe falls
    a. Check injury
    b. Do not allow victim to move if a back or neck injury is suspected

E. Choking (Transparency 6)

(NOTE: The Heimlich manuever is the newest way to dislodge food caught in one's throat.)

  1. Symptons
    a. Victim cannot breathe
    b. Victim cannot speak
  2. Try to ventilate
  3. Quick back blows
  4. Quick upward thrusts
  5. Finger probe to clear mouth

## INFORMATION SHEET

F. Heart attack

  1. Help to less painful position
  2. Loosen clothing around neck and midriff
  3. Apply CPR, if qualified

G. Electrical accident

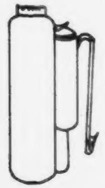
  1. Do not touch if the person is in contact with an electric circuit
  2. Turn switch off
  3. Treat for shock

XV. Purposes of OSHA

A. To insure that everyone employed in a trade "affecting commerce" shall have a safe and healthy environment in which to work

B. To create a standard for the safe and healthy work environment

# Know Your Fire Extinguisher

| | WATER TYPE | | | | FOAM | CARBON DIOXIDE | DRY CHEMICAL | |
|---|---|---|---|---|---|---|---|---|
| **TYPE EXTINGUISHER** | | | | | | |  | |
| | STORED PRESSURE | CARTRIDGE OPERATED | WATER PUMP TANK | SODA ACID | FOAM | CO2 | CARTRIDGE OPERATED | STORED PRESSURE |
| **TYPES OF FIRES** | | | | | | | | |
| **CLASS A:** WOOD, PAPER, TRASH HAVING GLOWING EMBERS | YES | YES | YES | YES | YES | NO | NO | NO |
| **CLASS B:** FLAMMABLE LIQUIDS, GASOLINE, OIL, PAINT GREASE, ETC. | NO | NO | NO | NO | YES | YES | YES | YES |
| **CLASS C:** ELECTRICAL EQUIPMENT | NO | NO | NO | NO | NO | YES | YES | YES |
| **CLASS D:** COMBUSTIBLE METALS | * | * | * | * | * | * | * | * |
| **METHOD OF OPERATION** | SQUEEZE HANDLE OR TURN VALVE | TURN UPSIDE DOWN AND BUMP | PUMP HANDLE | TURN UPSIDE DOWN | TURN UPSIDE DOWN | PULL PIN, SQUEEZE LEVER | RUPTURE CARTRIDGE, SQUEEZE LEVER | PULL PIN, SQUEEZE LEVER |

* **DO NOT USE FIRE EXTINGUISHER.** SMOTHER FIRE WITH DRY SAND, GRAPHITE, DIRT, OR SODA ASH.

# Proper Use of Portable Fire Extinguishers

**Class A Fires**

Use Soda Acid

Direct Stream at
Base of Fire

**Class A and B Fires**

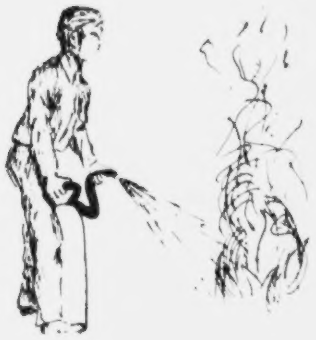
Use Foam

Direct Stream so
That Foam Falls
Lightly Onto the
Fire; Do not Direct
Stream Directly Into the Fire

**Class B and C Fires**

Use Carbon Dioxide

Direct Discharge at
Base of Fire and
Gradually Move Forward
and Upward



**Class A Fires**

Use Pressurized Water

Place Foot on Pedal
Activator and Direct
Stream at Base of Flames

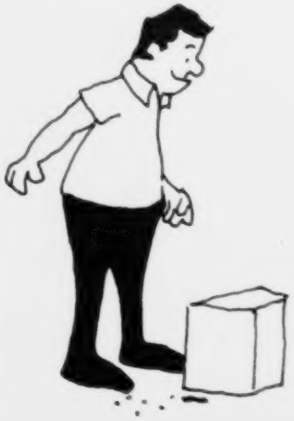
# How to Lift Safely

## 1

Approach the load and size it up (weight, size and shape.) Consider your physical ability to handle the load.

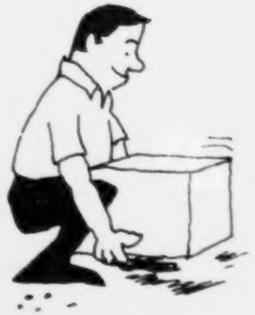
## 2

Place the feet close to the object to be lifted 8 to 12 inches apart for good balance.



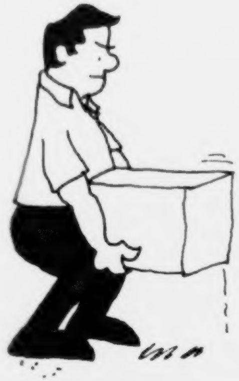
## 3

Bend the knees to the degree that is comfortable and get a good hand-hold. Then using both leg and back muscles ...



## 4

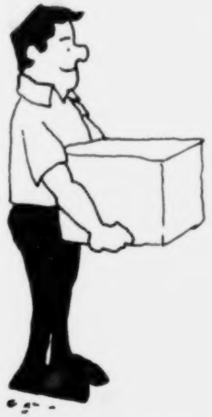
Lift the load straight up-smoothly and evenly. Pushing with your legs, keep load close to your body.



# How to Lift Safely (Continued)

### 5

Lift the object into carrying position, making no turning or twisting movements until the lift is completed.



### 6

Turn your body with changes of foot position after looking over your path of travel making sure it is clear.

### 7

Setting the load down, is just as important as picking it up. Using leg and back muscles, comfortably lower load by bending your knees. When load is securely positioned, release your grip.

# Accident Report

**ACCIDENT REPORT**
*Please Fill Out Completely*

Check [✓]
☐ Employee or Customer ☐

Check [✓]
AM ☐
Store-Name & Number ________ Accident Date ________ Time ____ PM ☐

Name ______________ Occupation ________________ Age __________

Address ________________ Zip Code _______ Phone # ____________

Social Security # ______________ Employment Date ______________

What Happened? ____________________________________________

______________________________________________________________

______________________________________________________________

Was First Aid Treatment Given Yes/No What? ________________

Date Injured Returned to Work __ Time ____ Date ____ How Long Off? ____

Nature of Injury ___________________________________________

Name and Address of Doctor _________________________________

And/or Hospital ____________________________________________

Names and Address of Witnesses _____________________________

______________________________________________________________

Employees or Customers _____________________________________

______________________________________________________________

Check [✓]

| | | | | | |
|---|---|---|---|---|---|
| Permit | | Full Time or Part Time | | Married | Single |
| Yes ☐ | No ☐ | ☐ | ☐ | ☐ | ☐ |

Please Give Us Your Suggestions on How This Accident Could Have Been Prevented:

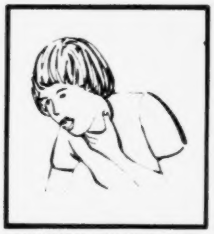
______________________________________________________________

______________________________________________________________

Restaurant
Manager Signature ______________ Sign ______________
Injured Employee or Customer

______________________ ______________________
Report Date
(Use Other Side for Additional Information)

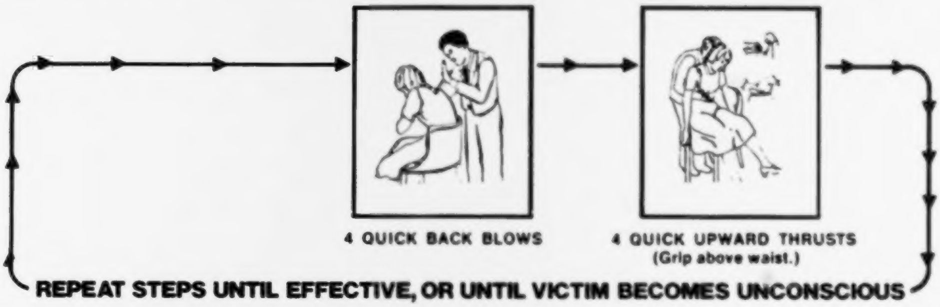
# First Aid for Choking


UNIVERSAL CHOKING SIGN

*If victim can cough, speak, breathe ➡ Do not interfere*

**If victim cannot**
**COUGH**
**SPEAK**
**BREATHE**
**IS BLUISH**

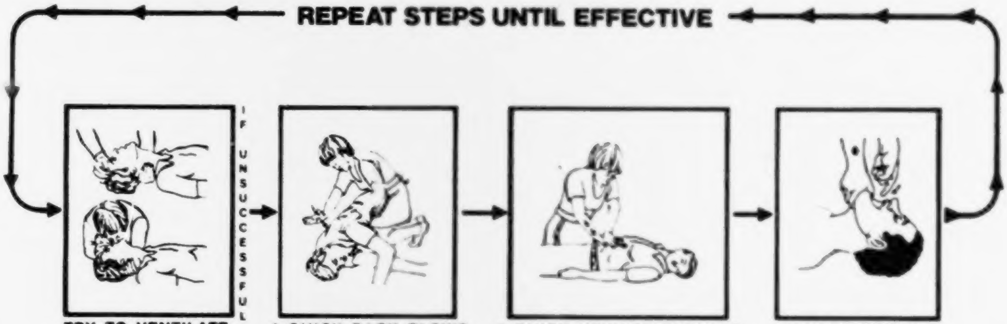
## TAKE ACTION: FOR CONSCIOUS VICTIM•SITTING OR STANDING


4 QUICK BACK BLOWS

4 QUICK UPWARD THRUSTS (Grip above waist.)

REPEAT STEPS UNTIL EFFECTIVE, OR UNTIL VICTIM BECOMES UNCONSCIOUS

## TAKE ACTION: FOR UNCONSCIOUS VICTIM


REPEAT STEPS UNTIL EFFECTIVE

TRY TO VENTILATE (Tilt head. Begin mouth-to-mouth breathing.)

IF UNSUCCESSFUL

4 QUICK BACK BLOWS

4 QUICK UPWARD THRUSTS

FINGER PROBE TO CLEAR MOUTH

IF SUCCESSFUL

CONTINUE
VENTILATION
IF PULSELESS
PERFORM C P R

Everyone should learn how to perform the first aid steps for choking and how to give mouth-to-mouth and cardiopulmonary resuscitation. Call your local Red Cross chapter for information on these and other first aid techniques.

CAUTION: Abdominal thrusts may cause injury. Do not practice on people.

NATIONAL RESTAURANT ASSOCIATION

## SAFETY
## UNIT VI

### ASSIGNMENT SHEET #1--PREPARE AND COMPLETE A SAFETY CHECKLIST

Prepare a safety checklist for a food service operation using the safety suggestions listed in the information sheet for this unit. After you have listed the areas of danger, recommend precautions for each area.

Example:

| | Areas of Danger | | Safety Precautions |
|---|---|---|---|
| A. | Fire protection | 1. | Report any gas leaks to |
| | 1. Gas fires | | supervisor |

### SAFETY IN OPERATION CHECKLIST

| | Areas of Danger | | Safety Precautions |
|---|---|---|---|
| A. | Fire protection | 1. | |
| | | 2. | |
| | | 3. | |
| | | 4. | |
| | | 5. | |
| B. | Storeroom | 1. | |
| | | 2. | |
| | | 3. | |
| | | 4. | |
| | | 5. | |
| C. | Burns | 1. | |
| | | 2. | |
| | | 3. | |
| | | 4. | |
| | | 5. | |

ASSIGNMENT SHEET #1

D. Floors ______ 1. ______

______ 2. ______

______ 3. ______

______ 4. ______

______ 5. ______

E. Equipment ______ 1. ______

______ 2. ______

______ 3. ______

______ 4. ______

______ 5. ______

## SAFETY
## UNIT VI

### JOB SHEET #1--LIFT A HEAVY ITEM PROPERLY

I. Material--Large box or container

II. Procedure (Figure 1)

(NOTE: Refer to Transparencies 3 and 4 in this unit.)

A. Get a firm grip on the box or container

B. Get a firm footing with body weight evenly distributed

C. Bend knees

D. Keep back straight

E. Hold the load near the body

F. Lift heavy objects by using leg muscles

G. Use a normal walking gait

H. Make sure that nothing is in the way and you can see where you are going

I. Ease the object into its resting place

# SANITATION
# UNIT V

## UNIT OBJECTIVE

After completion of this unit, the student should be able to list the regulatory agencies which deal with sanitation, complete a chart on food-borne illnesses, and select true statements concerning methods of pest control. The student should also be able to complete a chart on food handling and storage, wet mop a floor, and wash pots and pans. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to sanitation with their correct definitions.
2. List regulatory agencies which deal with sanitation.
3. Complete a list of areas of food service inspection.
4. Select true statements concerning food infection, food poisoning, and chemical food poisoning.
5. Complete a chart on food-borne illnesses.
6. Circle the words which best complete statements concerning growth and prevention of disease-causing bacteria.
7. Match types of common kitchen pests with their homes.
8. Select true statements concerning methods of pest control.
9. Complete a list of types of pest control.
10. Select personal habits the food service worker should observe.
11. List appearance requirements for the food service worker.
12. Complete a list of personal habits the food service worker should avoid.
13. List common potentially hazardous foods.
14. Complete a list of statements concerning standards for safeguarding food.
15. Select true statements concerning ware washing.
16. List items on the sanitation facility checklist.

17. Distinguish between reasons for in-house sanitation.

18. Select storage and usage practices for housekeeping supplies.

19. Demonstrate the ability to:

    a. Discuss food illness case studies.

    b. Rate your grooming and wardrobe habits.

    c. Complete a chart on food handling and storage.

    d. Observe and record sanitation practices.

    e. Wash hands.

    f. Wet mop a floor.

    g. Wash pots and pans.

# SANITATION
# UNIT V

## INFORMATION SHEET

I. Terms and definitions

A. Bacteria--Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

B. Celsius--Metric temperature scale related to Fahrenheit scale by the formula 5/9 (°Fahrenheit-32°) = °Celsius

C. Clean--Free of visible soil

D. Cleaning--The physical removal of soil from a surface

E. Communicable--Capable of being transmitted, directly or indirectly, from one human being to another

F. Contagious--Capable of being transmitted by contact

G. Contamination--The presence of harmful substances or organisms, especially in food

H. Cross-contamination--The transfer of harmful micro-organisms from one food to another by means of a non-food surface

Examples: Human hands, utensils, cutting boards

I. Danger zone--The temperature range between 45 and 140°F (7.2 to 60°C) within which most bacteria experience their best growth and reproduction

J. Fahrenheit--A temperature scale related to Celsius by the formula 9/5 (°Celsius + 32°) = °Fahrenheit

K. FIFO--"First in, first out"; a stock-rotation rule for the storage of food

L. Food-borne illness--Disease or injury occurring as a result of consumption of contaminated food

M. Food poisoning--A general term for intoxication or infection caused by consumption of contaminated food

N. Hygiene--Practices necessary for establishing and maintaining good health

O. Infection--Disease caused by invasion of living organisms, which multiply within the body

## INFORMATION SHEET

P. Intoxication--Disease caused by consumption of poisons, which may be chemical, naturally occurring in food, or produced by micro-organisms

Q. Micro-organisms--Forms of life that can be seen only with the aid of a microscope, including bacteria, viruses, yeasts, algae, and single-celled organisms

R. Organism--An individual living thing

S. Outbreak--The development of food-borne illness by two or more people who have eaten a common food that is shown by laboratory analysis to be the source of the illness

T. Pasteurization--A process that kills disease-causing bacteria in food

U. Potentially hazardous food--Any food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, edible crustacea, or other ingredients, in a form capable of supporting rapid growth of micro-organisms

V. Sanitary--Free of disease-causing organisms and other harmful substances

W. Sanitation--The creation and maintenance of conditions favorable to good health

X. Sanitizing solution--Cleaning compound which reduces bacterial count to safe level

Y. Spoilage--Damage to the edible quality of food through improper handling, contamination, or natural processes of aging

Z. Toxin--A poison produced by a living organism

AA. Vermin--Animals obnoxious to humans, especially small, numerous, hard-to-control animals such as rats, mice, and various insects

II. Regulatory agencies which deal with sanitation

A. Food and Drug Administration

B. U.S. Department of Agriculture

C. U.S. Center for Disease Control

D. Environmental Protection Agency

E. State and local agencies

III. Areas of food service inspection

A. Food care

B. Personnel

## INFORMATION SHEET

   C. Equipment and utensils

   D. Cleaning, sanitization, and storage of equipment and utensils

   E. Sanitary facilities and controls

   F. Construction and maintenance of physical facilities

   G. Compliance procedure

IV. Food infection, food poisoning, and chemical food poisoning

   A. Food infection

      1. Caused by bacteria

      2. Set up as an infection

   B. Food poisoning

      1. Caused by toxin

      2. Released into the food by bacteria

   C. Chemical food poisoning--Caused by chemicals

V. Food-borne illnesses

(NOTE: A chart on the types of food-borne illnesses will be found on the following pages.)

VI. Growth and prevention of disease-causing bacteria (Transparency 1)

   A. Bacteria require warmth with a temperature range of between 45°F and 140°F

   B. Bacterial growth can be effectively controlled either by lowering the temperature of food below 45°F or by raising the temperature above 140°F

   C. Bacteria die at a temperature in excess of 165°F

   D. Bacteria require a minimum amount of moisture to grow

   (NOTE: By lowering the moisture content, food can be preserved and stored for an extended period of time. Items such as dried fruits and vegetables, flour, rice, and powdered eggs are examples of this process.)

   E. Bacteria can grow in all foods; however, there are methods which can be used to prevent bacterial growth in some foods

   Examples:
   Pickling--Increases acid content
   Curing--Increases salt content
   Candied fruit--Increases sugar content

## INFORMATION SHEET

## FOOD-BORNE ILLNESSES

| ILLNESS | CAUSE | FOODS FREQUENTLY INVOLVED | PRINCIPLES OF CONTROL |
|---|---|---|---|
| Staph | Bacterium of human origin; its main sources are the nose, throat, and infected lesions; TOXIN IS NOT DESTROYED BY ORDINARY COOKING METHODS | Protein foods, especially items that are handled a great deal and by careless employees who have unsanitary working habits; staph-contaminated foods that are exposed for several hours to warm temperatures | Food handlers must be free from infected sores and respiratory illnesses and must practice sanitary working habits, including frequent washing of hands; keep cold food cold, hot food hot; cool rapidly to safe temperature |
| Salmonella | Large numbers of salmonella bacteria; their source is the intestinal tract of humans and animals; meat, poultry, dirty shells of eggs, and products made from these foods may already be contaminated with salmonellae when they reach the kitchen; seafood from sewage-polluted waters are contaminated | Improperly handled and cooked protein foods, especially those that are apt to be contaminated when they reach the kitchen; all items that have contact with fecal matter of human hands, or animal origin; unwashed human hands, feces from rodents and insects; contaminated foods that are exposed for several hours to warm temperatures | Purchase meat, poultry, eggs, and shellfish that have been inspected or certified for wholesomeness; control rodents and insects; wash hands after visiting toilet and after handling raw meat and poultry; keep equipment in sanitary condition; keep cold food cold, hot food hot; cool food rapidly to safe temperatures |

INFORMATION SHEET

FOOD-BORNE ILLNESSES (CONTINUED)

| ILLNESS | CAUSE | FOODS FREQUENTLY INVOLVED | PRINCIPLES OF CONTROL |
|---|---|---|---|
| Perfringens | Large numbers of a spore forming bacterium; its source is the intestinal tract of humans and animals, soil, and kitchen dust; meat may be contaminated with it when purchased | Meat and gravy, especially when prepared in advance and held warm for several hours; since the bacterium is very common, cooked foods are readily recontaminated through contact with soiled cutting boards and other equipment, reheated foods, and leftovers | Serve meat and gravy soon after cooking; if items must be cooked in advance, chill quickly and keep refrigerated at safe temperatures; keep equipment in sanitary condition |
| Botulism | Deadly toxin of a spore-forming bacterium whose source is the soil; toxin is produced under conditions that exclude air; toxin can be destroyed by boiling food for 15 minutes | Underprocessed, home-canned, non-acid food; underprocessed smoked fish | Do not serve home-canned foods to the public; keep smoked fish strictly refrigerated at temperatures below 38°F, preferably in the freezer; never taste suspect food; boil for 15 minutes and discard |

## INFORMATION SHEET

VII. Common kitchen pests and their homes

- A. Fly
    - 1. Rotting fruit and vegetables
    - 2. Garbage can
    - 3. Outside environment
    - 4. Waste
- B. Roach
    - 1. Standing water
    - 2. Pipe and drain
    - 3. Dark areas
- C. Ant
    - 1. Sweet food or juice
    - 2. Meat
- D. Rodent
    - 1. Decaying food
    - 2. Rubbish pile
- E. Mosquito
    - 1. Drain
    - 2. Grease barrel

VIII. Methods of pest control

(NOTE: The following methods of pest control will eliminate sources of pest entry.)

- A. Remove spoiled fruit and vegetables from kitchen
- B. Discard all spoiled food
- C. Remove standing water
    - 1. Floor
    - 2. Table top
- D. Clean counter tops regularly

## INFORMATION SHEET

- E. Clean drains daily
- F. Keep lids on garbage containers
- G. Keep doors closed and screened
- H. Keep windows closed and screened
- I. Report structure maintenance problems to supervisor

  Examples: Loose tiles, baseboards

IX. Types of pest control

- A. Sprays
- B. Dust and powders
- C. Repellents
- D. Baits
- E. Traps
- F. Poisons

X. Personal habits the food service worker should observe

- A. Wash hands often

  Examples: After visit to restroom, after eating, upon reporting to work

- B. Respect smoking rules

  Examples: Smoke in designated areas, extinguish cigarette, wash hands when through

- C. Report *all* skin infections to supervisor

  Examples: Cuts, sores, rash, pimples, boils

- D. Report *all* body infections to supervisor

  Examples: Colds, fever, sore throat

XI. Appearance requirements for the food service worker

- A. Clean clothes
  1. Uniform

## INFORMATION SHEET

    2. Underclothes
    3. Apron
    4. Socks

- B. Hair restraint
- C. Hair off collar
- D. Moderate jewelry
- E. Clean shoes
- F. Daily bath or shower
- G. Clean-shaven

XII. Personal habits the food service worker should avoid

- A. Sneezing and coughing

  (NOTE: Use a handkerchief to control the spread of germs.)
- B. Scratching head
- C. Picking nose
- D. Wiping mouth with fingers
- E. Smoking in nondesignated areas
- F. Fixing hair with hands
- G. Biting fingernails
- H. Eating in nondesignated areas
- I. Nibbling on duty

XIII. Common potentially hazardous foods

- A. Milk and milk products
- B. Eggs
- C. Meat
- D. Poultry
- E. Fish
- F. Shellfish

## INFORMATION SHEET

XIV. Standards for safeguarding food

- A. Use wholesome food from approved sources
- B. Protect food from spoilage during preparation, service, and storage
- C. Use clean equipment
- D. Use refrigeration

  (CAUTION: Avoid alternating refrigeration and heating.)
- E. Store and use toxic agents and poisons away from food
- F. Discard questionable food

  (NOTE: Check with your supervisor to verify that food should be discarded.)
- G. Maintain all potentially hazardous food at safe temperatures except during necessary preparation and service
- H. Cook foods to recommended internal temperature
- I. Batch cook and serve cooked foods immediately or store in shallow containers in refrigerator
- J. Wash all raw fruits and vegetables in running water before using

XV. Ware washing

- A. Equipment to be washed
  1. Hand tools
  2. Small equipment and utensils
  3. Pots and pans
- B. General procedure
  1. Soak
  2. Wash
  3. Rinse
  4. Sanitize
  5. Air-dry
  6. Store in proper place

- C. Use and care of supplies
    - 1. Use according to directions
    - 2. Store in proper area
    - 3. Keep covered and labeled
    - 4. Consult supervisor when in doubt about use
- D. Sanitizing solutions
    - 1. Purpose--To sanitize clean surfaces
    - 2. Proportions (for immersion type)
        - a. Iodine--12.5 parts per million
        - b. Chlorine--50 parts per million
        - c. Quats--200 parts per million

          (NOTE: Quats are surface-active disinfectants derived from ammonias.)

XVI. Sanitation facility checklist

- A. Hood and filters
- B. Elevator
- C. Light fixture
- D. Sink
- E. Drain
- F. Toilet room
- G. Trash receptacle
- H. Floor
- I. Wall
- J. Ceiling
- K. Window
- L. Screen
- M. Door
- N. Ventilating system
- O. Storage area

## INFORMATION SHEET

P. Overhead utility pipe

Q. Shelf

R. Food contact equipment

XVII. Reasons for in-house sanitation

  A. Front of house (public areas)

  (NOTE: Business will increase when the front of the house is clean and sanitary.)

    1. Attracts guest
    2. Gains confidence of guest
    3. Provides for safety of guest
    4. Provides for better working conditions for employees

  B. Back of house

    1. Eliminates unsanitary conditions
    2. Eliminates food-diseased materials
    3. Eliminates kitchen pests
    4. Provides for safety of guest
    5. Provides for better working conditions for employees

XVIII. Storage and usage practices for housekeeping supplies

  A. Store all housekeeping supplies away from food

  B. Floor brush

    1. Store on floor brush holders
    2. Use on dry surfaces

  C. Buckets, pails, and wringers

    1. Empty after each use
    2. Rinse after each use

## INFORMATION SHEET

D. Mops

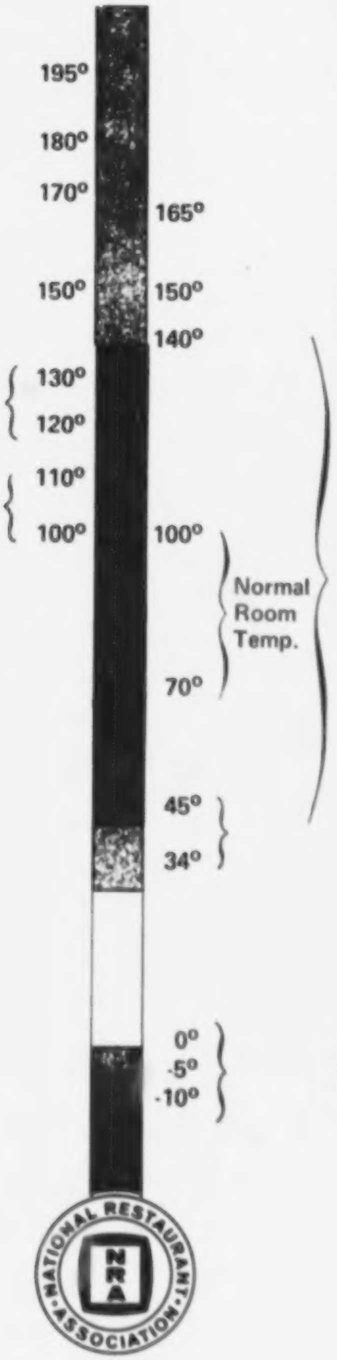
(NOTE: Never let mops stand in kitchen or dining room.)

1. Wring out after each use
2. Store on hooks
3. Replace mop heads as often as necessary

# Temperatures for Food Safeness

## Food Handling and Storage

(Temperature of Food)



Food cooked to this temperature--most harmful bacteria killed

Minimum safe temperature cooked food to kill bacteria

Store or display hot cooked foods above this temperature (after cooking)

Rapid Bacterial Growth

**Danger Zone for Food Safeness**

Cold or chill food storage (slow bacterial growth).

Frozen food storage (not for freezing food).

Courtesy National Restaurant Association

## SANITATION
## UNIT V

### ASSIGNMENT SHEET #1--DISCUSS FOOD ILLNESS CASE STUDIES

Read the following case studies carefully. Discuss them orally in class, paying special attention to how the problems could have been avoided.

1. Approximately 100 individuals became ill following a dinner at a restaurant located in a department store. Canned hams were opened two days before use, brushed with mustard, brown sugar, and tomato sauce, and placed in a walk-in refrigerator. The day prior to the meal some were removed from the refrigerator, cooked, cooled, and refrigerated. A second batch of 15 hams were cooked and held at room temperature overnight. The morning of the dinner the ham was sliced by machine and held at room temperature until three hours prior to the meal when they were warmed for serving. The slicing machine was dirty with old food particles and was disassembled for cleaning only once a week. Nasal, nail, and stool cultures of two food handlers were positive for staph and one handler also had a positive throat culture.

2. A large western restaurant prepared box lunches for a group of 26 people. The menu included ham sandwiches. Investigation revealed that the sandwiches had not been refrigerated in the 16 hour period before delivery to the guests. The staph count was extremely high.

3. A local restaurant catered a company picnic. The offending food was potato salad which, after being prepared the previous night, was placed in a single large aluminum tub. Approximately 100 pounds of salad were prepared and put in the tub while still warm and placed in a walk-in refrigerator overnight. The temperature of the refrigerator at the time checked was 50°F. The offending organizm was salmonella and a stool culture of one girl who made the potato salad contained the same organism.

4. Nine persons consumed hamburgers at a restaurant in a small town. Seven of these ate the sliced dill pickle served on the hamburger and two did not. The seven became ill after returning home. Five were hospitalized and one of these died. Tests indicated botulism as the causative agent. The pickles were home-canned by the restaurant proprietor.

(NOTE: The above case studies were used with the permission of the National Restaurant Association.)

## SANITATION
## UNIT V

### ASSIGNMENT SHEET #2--RATE YOUR GROOMING AND WARDROBE HABITS

Rate yourself on each of the following questions. Use the scale of 6--Always, 4--Usually, 2--Occasionally, and 0--Never. When a question refers specifically to the opposite sex, place N/A (Not Applicable) in the blank and score it as 6. When you have completed the evaluation, total your score and compare to the rating scale provided.

| QUESTIONS | RATING |
|---|---|
| 1. Do you take a bath or shower daily? | |
| 2. Do you use an effective deodorant or antiperspirant daily? | |
| 3. Do you shave as often as needed? | |
| 4. Do you clean you face thoroughly at least twice a day (more often if you have oily skin)? | |
| 5. Do you completely remove makeup before bedtime? | |
| 6. Do you check fingernails daily and repair or clean as necessary? | |
| 7. Do you wash hair twice weekly (more often if necessary)? | |
| 8. Do you have hair cut or trimmed regularly? | |
| 9. Do you use a dandruff shampoo and/or creme rinses and conditioners if needed? | |
| 10. Do you brush your teeth at least twice daily? | |
| 11. Do you use a mouthwash daily? | |
| 12. Do you make the daily effort to apply makeup so that it looks fresh and natural? | |
| 13. Do you get enough sleep and rest so that you feel refreshed? | |
| 14. Do you put on clean hosiery or socks and undergarments daily? | |
| 15. Are your uniforms clean and pressed? | |
| 16. Do you check garments for split seams, ripped hems, or loose buttons before wearing? | |

## ASSIGNMENT SHEET #2

17. Do you take a good look at yourself in a full-length mirror before leaving the house? ________

18. Do you take a few minutes during the day to freshen your makeup and comb your hair? ________

Rating
100-114 Great, you take pride in your appearance
85-99 Good, you'd probably pass inspection
70-84 Fair, you're not really trying
Less than 70 Poor, your best friend won't even tell you

## SANITATION
## UNIT V

## ASSIGNMENT SHEET #3--COMPLETE A CHART ON FOOD HANDLING AND STORAGE

After visiting a food service operation, complete the following chart on food handling and storage. Discuss methods of food handling and storage with your instructor.

| | Yes | No |
|---|---|---|
| 1. Were foods in the danger zone no longer than necessary? | | |
| 2. Were hot foods placed in shallow containers to cool? | | |
| 3. Was food stored on the floor? | | |
| 4. Were storeroom floors clean and dry? | | |
| 5. Was the FIFO policy being used? | | |
| 6. Were there signs of rodents or insects in storeroom? | | |
| 7. Was food covered and being stored in refrigerator? | | |
| 8. Were cleaning supplies being stored separately from food stuffs? | | |
| 9. Were all cleaning supplies labeled? | | |
| 10. Were all cleaning supplies tightly sealed? | | |
| 11. Were all raw fruits and vegetables being washed before use? | | |

# SANITATION
# UNIT V

## ASSIGNMENT SHEET #4--OBSERVE AND RECORD SANITATION PRACTICES

Visit a restaurant and record food safety practices you observe.

| | How was food stored ? | Advantages/Disadvantages of this storage procedure |
|---|---|---|
| 1. Cream or milk for coffee | | |
| 2. Lemon slices for tea | | |
| 3. Lettuce for sandwiches | | |
| 4. Ketchup or mustard | | |
| 5. Fresh pastries or doughnuts | | |

Answer the following questions based on your observations.

1. Could you see sandwiches or other foods being prepared? If so, how would you describe the work surface and the worker? Clean, neat, orderly?

2. Did you see any people touching food? Were their hands clean? Did they use paper napkins or tongs to pick up items such as doughnuts, pickles, etc.?

3. Did you see where the food was kept between the time it was ready to serve and the time you received it? Was it covered? Was it under a heat lamp?

4. Did you see anyone washing plates, utensils, or other equipment? What procedures did they use? Did they rinse the items with hot water? Would you rate their washing procedures as excellent, good, fair, or poor? Why?

5. How did the person who served the food handle the dishes when you were finished eating? Were the dishes stacked one on top of another or carried away separately? Were cigarette butts, napkins, or other items placed in the leftover food or on dishes?

From *Food Preparation,*© 1977, 1979, 1980, 1981, The Procter and Gamble Company, with permission.

# SANITATION
# UNIT V

## JOB SHEET #1--WASH HANDS

I. Equipment and materials

  A. Soap

  B. Water

  C. Disposable paper towels

II. Procedure

  A. Wet hands

  B. Apply soap under nails

  C. Apply soap between finger joints

  D. Wash by using rotating motion

  E. Rub hands together

  F. Wash 2-3" above wrist

  G. Wash up to the elbow

  H. Wash between fingers

  I. Wash palm of hand for minimum of thirty seconds

  J. Rinse well

  K. Dry well

# SANITATION
# UNIT V

## JOB SHEET #2--WET MOP A FLOOR

I. Equipment and supplies

   A. Broom

   B. Dust pan

   C. Putty knife

   D. Mop bucket, 2

   E. Mop, 2

   F. Cleaning solution

II. Procedure

   A. Prepare cleaning solution

   (CAUTION: Follow instructions exactly regarding kind of cleaner and dilution.)

   B. Pull equipment from walls

   C. Scrape any food items off floor

   D. Sweep the area with a broom

   E. Mop back end of floor

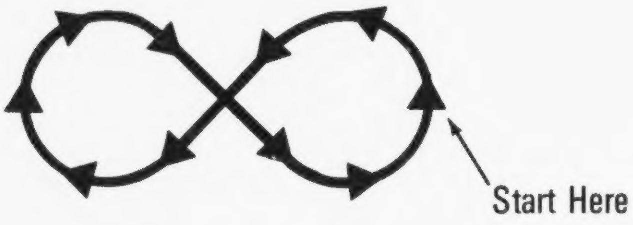
   F. Work backwards away from mopped area

   G. Mop parallel to wall

   H. Mop left to right using a figure eight motion (Figure 1)

   (NOTE: This is a common method of mopping.)

FIGURE 1



## JOB SHEET #2

I. Clean one small area at a time

J. Mop corners with mop heel

K. Rinse the cleaned section with a rinse mop

L. Rinse the rinse mop

M. Wring out the rinse mop

N. Dry the rinsed area with the rinse mop

O. Repeat operation until entire floor is clean

(CAUTION: The water in the rinse bucket should be changed frequently.)

P. Clean equipment

Q. Hang mops up to dry

R. Store other equipment properly

# SANITATION
# UNIT V

## JOB SHEET #3--WASH POTS AND PANS

I. Equipment and supplies

  A. Detergent

  B. Sanitizer

  C. Brush

  D. Scraper

II. Procedure

  A. Presoak dirty equipment and tools in water with mild detergent

  B. Fill sinks with water and cleaning agents (Figure 1)

    1. Sink #1--Add detergent

    2. Sink #2--Add rinse water

    3. Sink #3--Add sanitizer or maintain 170°F

    4. Check temperatures

FIGURE 1

| Sink #1 | Sink #2 | Sink #3 |
|---|---|---|
| WASH | RINSE | SANITIZING SOLUTION or |
| 110°F | 130°F | 170°F |

(NOTE: Follow manufacturer's directions for proper amount of product to be used.)

  C. Wash inside, outside, and bottom of pots and pans with brush and scraper

  (NOTE: Drain sink often and refill with fresh water.)

  D. Rinse in Sink #2

  (NOTE: Keep rinse sink's water free from suds and grease and change water often.)

## JOB SHEET #3

E. Remove from water

F. Immerse in Sink #3 for one-half minute

G. Remove from water

H. Drain

I. Air dry on a clean rack

J. Store upside down or cover

# USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

## UNIT OBJECTIVE

After completion of this unit, the student should be able to identify hand tools and utensils and match them with their uses. The student should also be able to check and compare accuracy of methods of measuring, use a steel, and sharpen a French knife. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify knives and sharpening tools.
2. Match knives and sharpening tools with their uses.
3. Identify parts of a knife.
4. Identify parts of a steel.
5. Complete a list of statements concerning rules to follow when sharpening knives.
6. Circle the words which best complete statements concerning the care of knives.
7. Select true statements concerning knife safety practices.
8. Identify baking tools and utensils.
9. Match baking tools and utensils with their uses.
10. Identify cooking tools and utensils.
11. Match cooking tools and utensils with their uses.
12. Identify food preparation tools and utensils.
13. Match food preparation tools and utensils with their uses.
14. Identify food handling tools and utensils.
15. Match food handling tools and utensils with their uses.
16. Identify measuring and weighing tools and utensils.
17. Match measuring and weighing tools and utensils with their uses.
18. Complete a list of rules to observe in the use and care of hand tools and utensils.

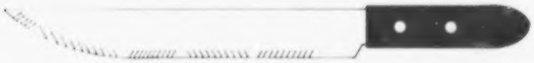
19. Demonstrate the ability to:
    a. Check and compare accuracy of methods of measuring.
    b. Use a steel.
    c. Sharpen a French knife.
    d. Weigh a dry ingredient accurately using a baker's scale.
    e. Weigh a liquid ingredient accurately using a portion scale.
    f. Measure small amounts of dry and liquid ingredients accurately.
    g. Measure a liquid ingredient accurately.

## USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

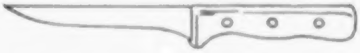
## INFORMATION SHEET

I. Knives and sharpening tools

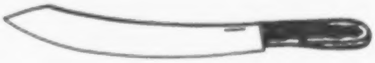
A. Bread knife



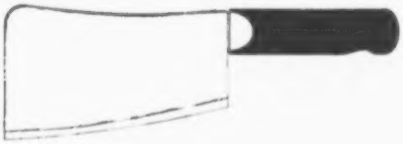
B. Boning knife



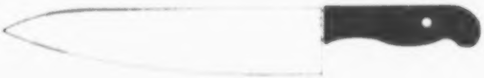
C. Butcher knife



D. Cleaver



E. French knife

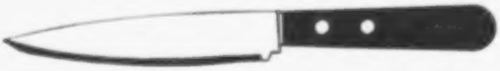


(NOTE: This is also called a chef knife and is the most common.)

## INFORMATION SHEET

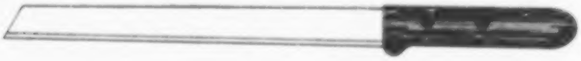
F. Paring knife

G. Utility knife

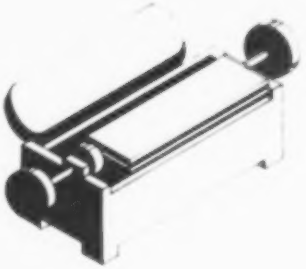


(NOTE: This is also called a salad knife.)

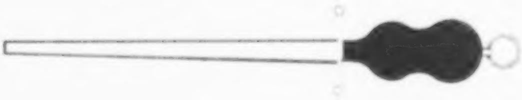
H. Slicer



I. Sharpening stone



J. Steel



## INFORMATION SHEET

II. Uses of knives and sharpening tools

- A. Bread knife--To slice bread or cake

  (NOTE: Cutting edge is serrated to create a saw-like motion when used.)

- B. Boning knife--To remove bone from meat
- C. Butcher knife--To cut all types of meat
- D. Cleaver
  1. To trim chops and cut through bone
  2. To dress poultry
- E. French knife
  1. To slice, cut, and shred raw fruits and vegetables
  2. To slice hot or warm meat
  3. To chop small quantities of food such as parsley, onions, and nuts
  4. To dice and mince ingredients
- F. Paring knife
  1. To peel fruits and vegetables
  2. To cut or slice fruits and vegetables
- G. Utility knife
  1. To core lettuce
  2. To pare and section fruits
- H. Slicer

  (NOTE: Specific name of slicer indicates use, such as ham slicer.)

  1. To slice all kinds of meat
  2. To slice tomatoes and lettuce wedges
- I. Sharpening stone--To sharpen knives

  (NOTE: Stones can be coarse, medium, or fine.)

- J. Steel--To hone a knife's cutting edge

  (NOTE: Ceramic sharpening steels will actually perform a sharpening function.)

## INFORMATION SHEET

III. Parts of a knife (Transparency 1)

- A. Tip
- B. Point
- C. Back
- D. Cutting edge
- E. Heel
- F. Shank
- G. Rivet
- H. Handle

IV. Parts of a steel (Transparency 2)

- A. Tip
- B. Shaft
- C. Guard
- D. Handle
- E. Ring

V. Rules to follow when sharpening knives

(NOTE: The method for sharpening a French knife is used; angle to stone will vary for other knives.)

- A. Hold the knife at a constant 20° angle to the stone
- B. Always sharpen in the same direction to create saw-like ridges in the knifes edge
- C. Make the strokes on each side in equal numbers and of equal pressure

  (NOTE: Use full length of stone to maintain even surface.)
- D. Use a medium stone to sharpen most knives; if a knife is particularly dull, use a coarse stone first
- E. As a general rule, make five strokes on each side of blade

## INFORMATION SHEET

VI. Care of knives

(CAUTION: Use extreme care when handling knives.)

A. Wash knives by themselves, not with other utensils

(CAUTION: **Never** place knives in water and leave unattended.)

B. Place knives one at a time in sink; wash each individually

C. Dry each knife separately

D. Store in a knife rack or a special holder in a drawer in the department in which it is used

(NOTE: Do not store knives loose in drawer as this may dull the cutting edge and creates a safety hazard.)

E. Use the knife only for jobs it is intended for

Example: Knives are not designed to pry lids open

F. Use a cutting board; never cut onto metal

VII. Knife safety practices

(NOTE: Never leave knives unattended in work area.)

A. A sharp knife is safer than a dull knife

B. Keep knife handle free from grease or other slippery materials

C. If you drop a knife, do not attempt to catch it

D. Cut away from your body and hands

E. Place items to be cut on cutting board; do not hold in hand

F. Place knife on table and allow others to pick it up instead of handing it to them

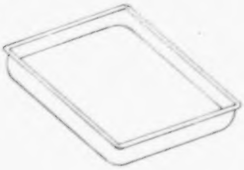
G. Keep your eyes on your work

H. Carry a knife point down at your side

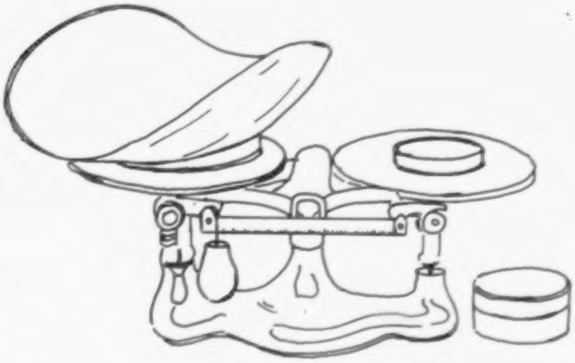
## INFORMATION SHEET

VIII. Baking tools and utensils

A. Baking pan

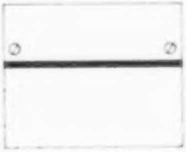


B. Baker's scales



(NOTE: These are also called balance scales. They may be used in all food production areas that require ingredients to be weighed.)

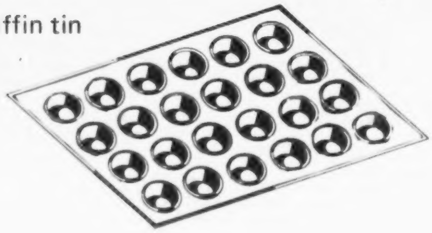
C. Dough cutter



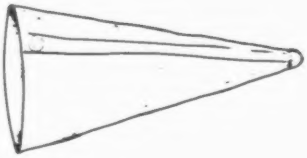
D. Flour sifter

# INFORMATION SHEET

E. Muffin tin



F. Pastry bag

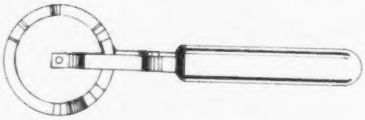


G. Pastry brush

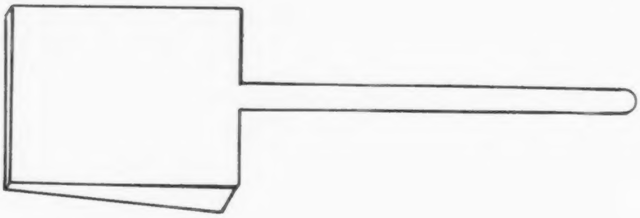
H. Pastry tips

# INFORMATION SHEET

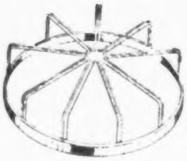
I. Pastry wheel



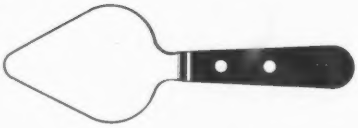
J. Peel



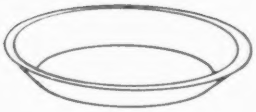
K. Pie or cake marker



L. Pie or cake knife

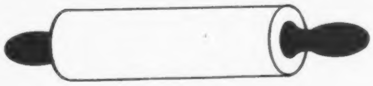


M. Pie pan

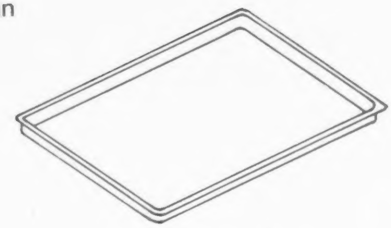


## INFORMATION SHEET

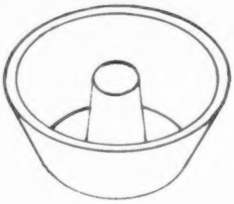
N. Rolling pin



O. Sheet pan



P. Tube cake pan



IX. Uses of baking tools and utensils

A. Baking pan--To bake foods

B. Baker's scale --To accurately weigh ingredients

(NOTE: The following are the four parts of a baker's scale: the scoop to hold dry ingredients, the counter balance to balance the scoop, the ounce weight to weigh fractional ounces up to 16 ounces, and additional weights to weigh larger amounts.)

C. Dough cutter--To cut dough

(NOTE: This is also used for scraping table tops.)

D. Flour sifter--To sift dry ingredients

INFORMATION SHEET

E. Muffin tin--To bake muffins

F. Pastry bag--To hold icing during decorating

G. Pastry brush--To brush on liquids

H. Pastry tips--To make designs with pastry bag

I. Pastry wheel--To cut all types of flat doughs

J. Peel--To place and remove products such as pizza, bread, and pies in ovens

K. Pie or cake marker--To mark pie or cake for portion control

L. Pie or cake knife--To cut and serve pie or cake

M. Pie pan--To bake pie crust or pies

N. Rolling pin--To roll dough to desired thickness

O. Sheet pan--To bake foods such as sheet cakes and large volumes of cookies and pastries

(NOTE: This is also referred to as a bun pan.)

P. Tube cake pan--To bake tube cakes

Examples: Angel food, chiffon

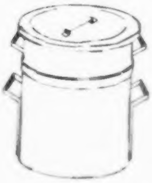
X. Cooking tools and utensils

A. Bain-marie pans

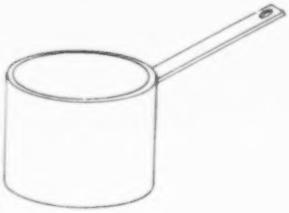
B. Brazier pan

## INFORMATION SHEET

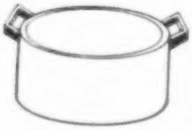
C. Double boiler



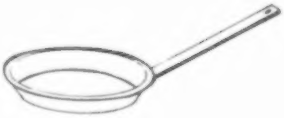
D. Sauce pan



E. Sauce pot



F. Saute pan



G. Steam table pan

## INFORMATION SHEET

H. Stock pot

(NOTE: A stock pot has a larger capacity but is not as heavy as a sauce pot.)

I. Roasting pan

XI. Uses of cooking tools and utensils

A. Bain-marie pans--To store foods

B. Double broiler--To cook foods that scorch easily

C. Saute pan--To cook small amounts of food quickly in a minimum amount of fat

(NOTE: Egg skillets are a variation of a saute pan; some may be coated with a non-stick material.)

D. Sauce pan--To cook small amounts of food on top of range

E. Sauce pot--To cook foods on top of range

(NOTE: A large surface area is needed while preparing sauces.)

F. Brazier pan--Heavy duty stewing pan with tightly fitting cover

G. Steam table pan--To cook and hold food for serving

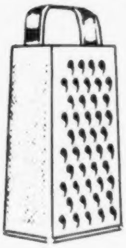
H. Stock pot--To cook large quantities of food on top of range

I. Roasting pan--To roast meats

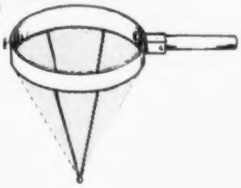
## INFORMATION SHEET

XII. Food preparation tools and utensils

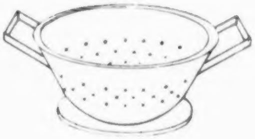
A. Box grater



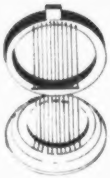
B. China cap



C. Colander



D. Egg slicer

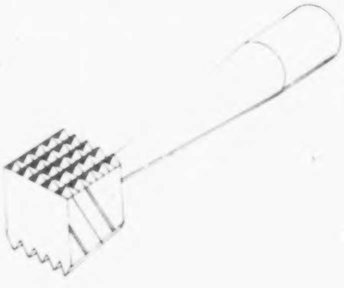


E. French wire whip

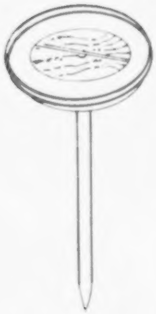
(NOTE: This type of whip is made from rigid wire.)

## INFORMATION SHEET

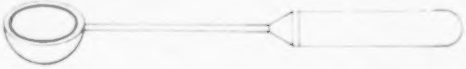
F. Hand meat tenderizer



G. Meat thermometer



H. Melon baller



(NOTE: This is also called a Parisian scoop.)

I. Piano wire whip

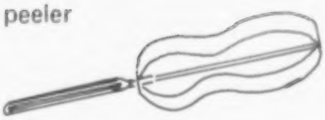
(NOTE: This type of whip is made from flexible wire.)

## INFORMATION SHEET

J. Skewer

K. Strainer

L. Vegetable peeler



XIII. Uses of food preparation tools and utensils

A. Box grater--To grate or shred small amounts of food

B. China cap--To strain fine particles from liquids

C. Colander--To strain liquids from food

D. Egg slicer--To slice hard-cooked eggs

E. French wire whip--To combine dry ingredients with liquid

F. Hand meat tenderizer--To pound meat to make it tender

G. Meat thermometer--To determine internal temperature when roasting meat

H. Melon baller--To cut fruits and vegetables into balls

I. Piano wire whip--To incorporate air into liquids and thin mixtures

J. Skewer--To hold food together for portion control

K. Strainer--To strain foods

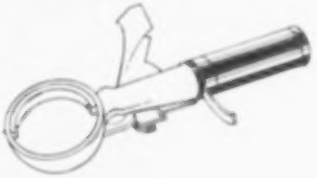
L. Vegetable peeler--To peel vegetables

(NOTE: This can also be used to make thin slices or curls.)

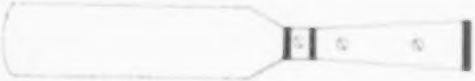
## INFORMATION SHEET

XIV. Food handling tools and utensils

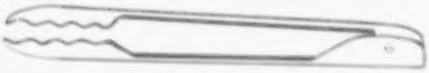
A. Disher



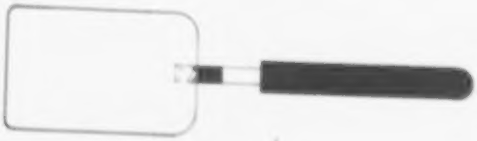
B. Flat spatula



C. Food tongs

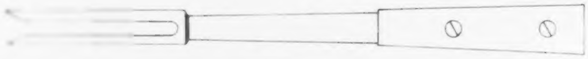


D. Hotcake or meat turner



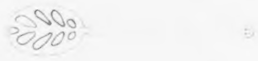
## INFORMATION SHEET

E. Kitchen fork

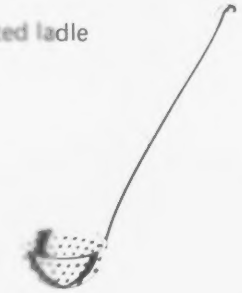


F. Offset spatula

G. Perforated kitchen spoon

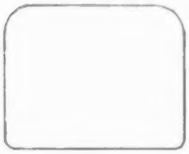


H. Perforated ladle

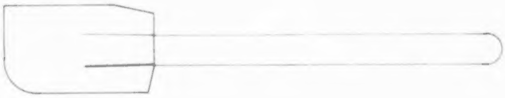


## INFORMATION SHEET

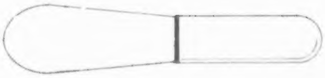
I. Plastic scraper



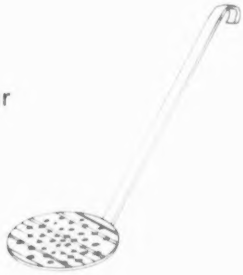
J. Rubber scraper



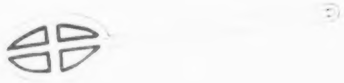
K. Sandwich spreader



L. Skimmer



M. Slotted kitchen spoon



## INFORMATION SHEET

N. Solid kitchen spoon

O. Solid ladle

XV. Uses of food handling tools and utensils

A. Disher--To portion and serve food

(NOTE: For portion control, number on disher indicates servings per quart.)

### DISHER MEASUREMENTS

| Number* | Measure |
|---|---|
| 8 | 1/2 c. |
| 10 | 6 Tbsp. |
| 12 | 1/3c. |
| 16 | 1/4c. |
| 20 | 3 1/5 Tbsp. |
| 24 | 2 2/3 Tbsp. |
| 30 | 2 1/5 Tbsp. |
| 40 | 1 3/5 Tbsp. |

*Portions per quart

B. Flat spatula--To ice cakes

C. Food tongs--To handle food

D. Hotcake or meat turner--To turn food

E. Kitchen fork--To turn meat or hold while slicing

## INFORMATION SHEET

F. Offset spatula--To mix, spread, or scrape food

G. Perforated kitchen spoon--To serve small cut vegetables

H. Perforated ladle--To strain solids from liquids

I. Plastic scraper--To scrape down bowls

J. Rubber scraper--To remove food from cans, jars, and bowls

K. Sandwich spreader--To spread dressing or filling on bread

L. Skimmer--To remove food particles that rise to top of stocks and sauces

(NOTE: This is also used to remove food particles from deep fat fryer.)

M. Slotted kitchen spoon--To serve large cut vegetables

N. Solid kitchen spoon--To fold, stir, or serve food

O. Solid ladle--To stir, mix, or serve soups and sauces

(NOTE: For portion control, number on ladle indicates amount of serving.)

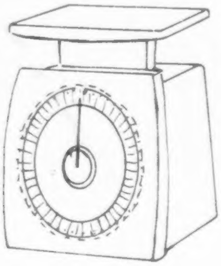
### LADLE MEASUREMENTS

| Size | Measure |
|---|---|
| 1 ounce | 1/8 c |
| 2 ounces | 1/4 c |
| 3 ounces | 1/2 c |
| 4 ounces | 3/4 c |
| 8 ounces | 1 c |

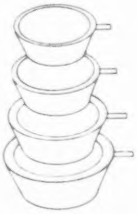
## INFORMATION SHEET

XVI. Measuring and weighing tools and utensils

A. Portion scale



B. Graduated dry measuring cup set

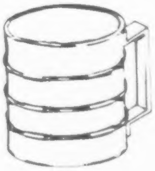


(NOTE: These are available in fractional amounts of 1/4, 1/3, 1/2, and 1 cup.)

C. Graduated liquid measure

(NOTE: These are available in cup, pint, and quart sizes.)

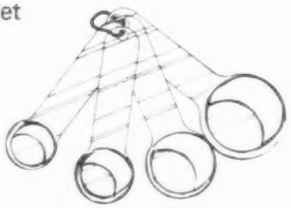
D. Large volume dry measure



(NOTE: These are available in pint, quart, half-gallon, and gallon sizes.)

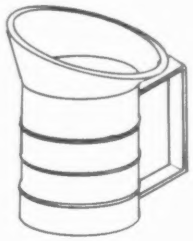
INFORMATION SHEET

E. Measuring spoon set



(NOTE: These are usually in sets, including tablespoon, teaspoon, 1/2 teaspoon, and 1/4 teaspoon.)

F. Large volume liquid measure



(NOTE: These are available in pint, quart, half-gallon, and gallon sizes.)

XVII. Uses of measuring and weighing tools and utensils

A. Portion scale--To weigh food such as ingredients in recipes or for portion control

B. Graduated dry measuring cup set--To measure dry foods in one cup or less amounts

(NOTE: This may also be used to measure shortening.)

C. Graduated liquid measure--To measure liquid in fluid ounces and fractional amounts

D. Large volume dry measure--To measure large quantities of dry ingredients from pint to gallon size

E. Measuring spoon set--To measure small amounts of liquid and dry ingredients

(NOTE: Care must be exercised when using for liquids.)

F. Large volume liquid measure--To measure large quantities of liquid from pint to gallon size

(NOTE: These are usually not accurate for less than full amount due to inability to see level contents.)

## INFORMATION SHEET

XVIII. Rules to observe in the use and care of hand tools and utensils

A. Use only those items needed for job

B. Use only as intended for job

C. Use correct size container for amount to be prepared

D. Plan work in order to have correct hand tools and utensils available when needed

E. Store in proper area

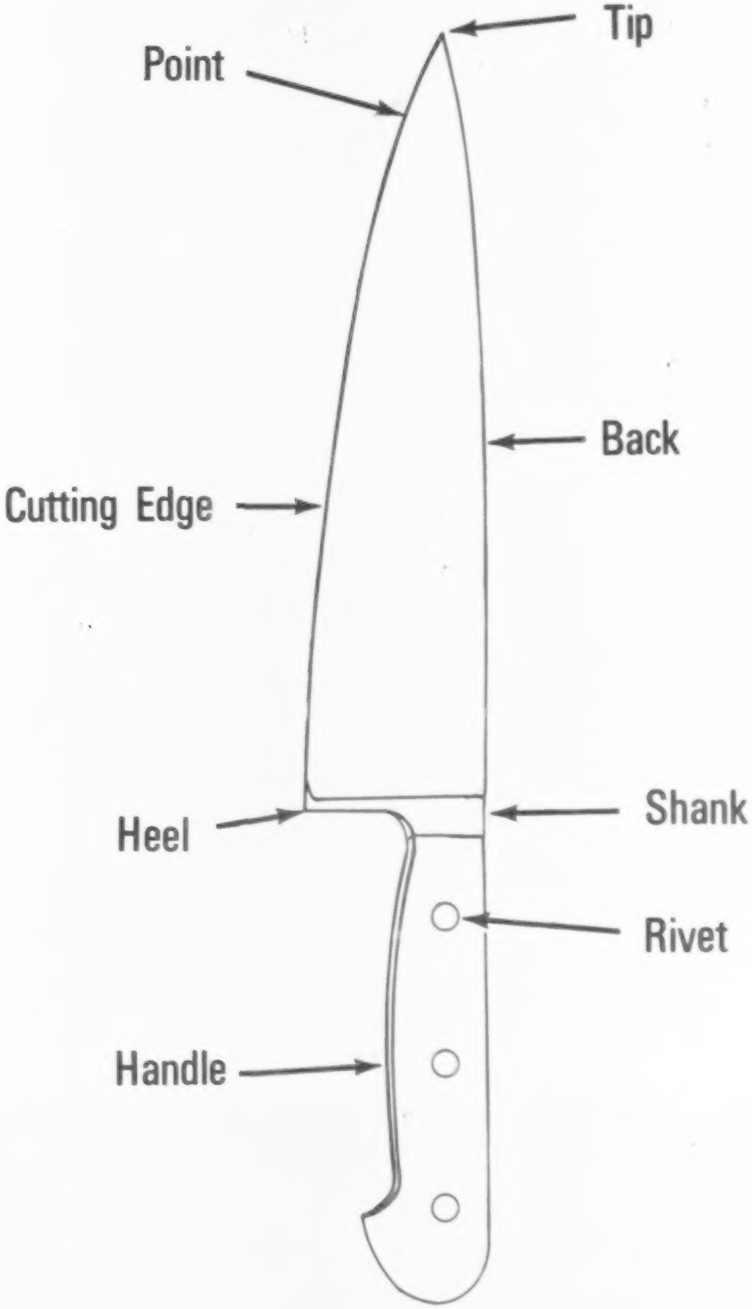
F. Store bottom side up

(NOTE: This will prevent dust from getting inside and moisture from accumulating.)

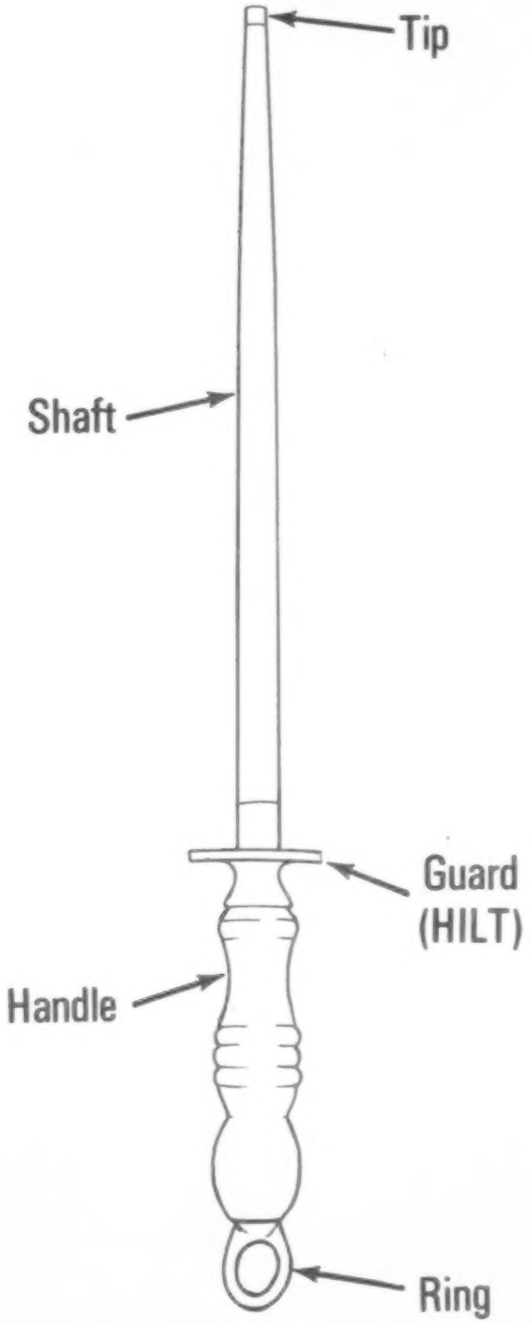
G. Clean after use

H. Report unusable tools to supervisor

# Parts of a Knife



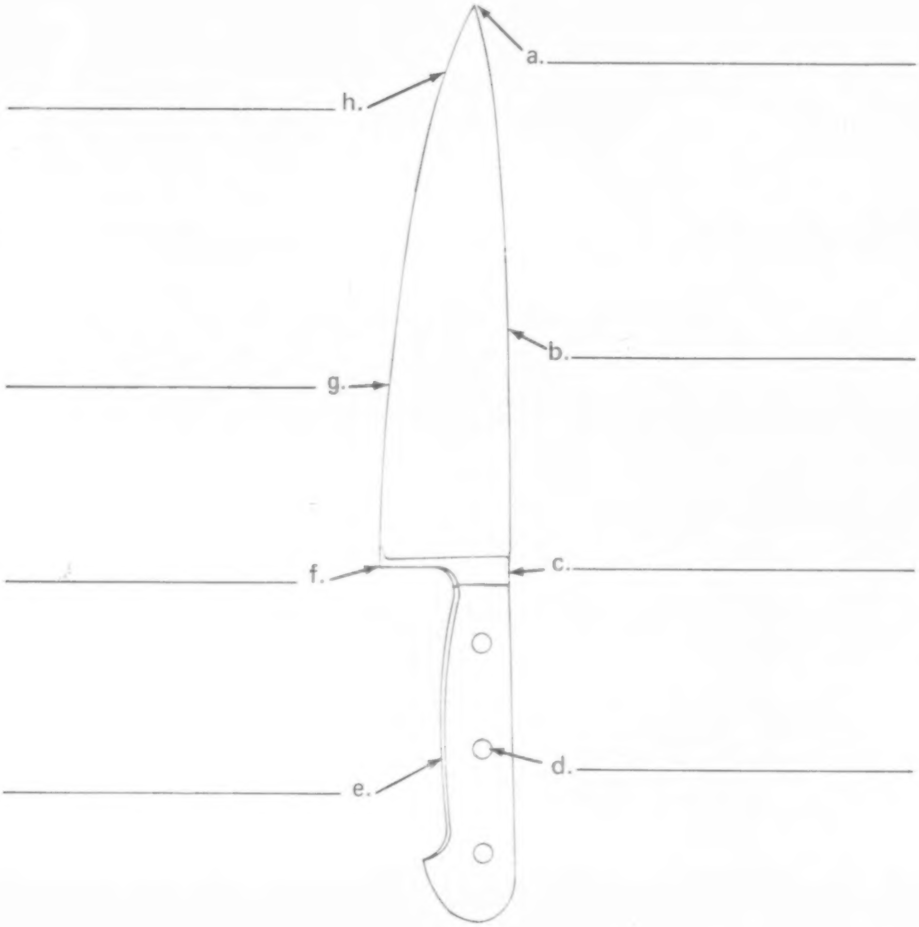
# Parts of a Steel



## USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

### ASSIGNMENT SHEET #1--IDENTIFY PARTS OF A KNIFE

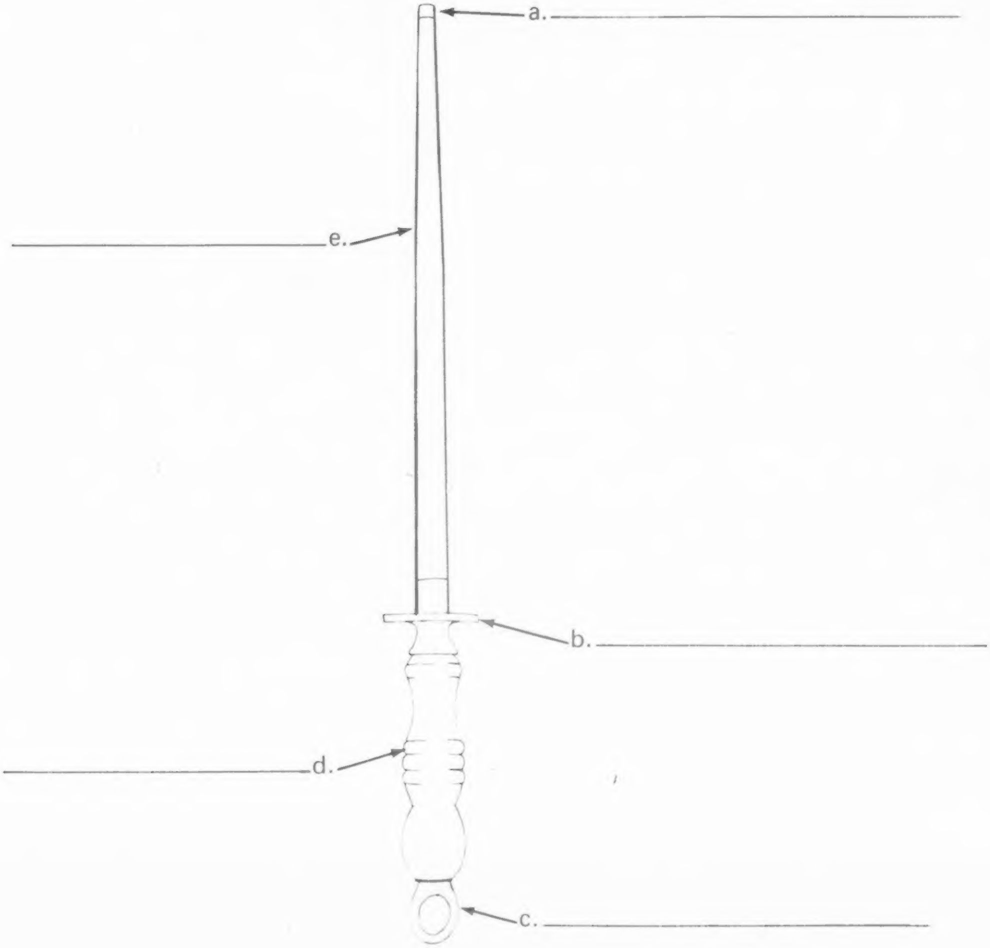
Identify the parts of a knife by placing the correct name in each blank.



# USE AND CARE OF HAND TOOLS AND UTENSILS
# UNIT III

## ASSIGNMENT SHEET #2--IDENTIFY PARTS OF A SHARPENING STEEL

Identify the parts of a sharpening steel by placing the correct name in each blank.



## USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

## ASSIGNMENT SHEET #3--CHECK AND COMPARE ACCURACY OF METHODS OF MEASURING

Weigh and compare the following:

I. Weigh 1 cup of flour dipped from the bin or sack and leveled with a spatula and weigh 1 cup of sifted flour placed gently in the cup by spoonfuls and leveled

A. Weight of dipped flour ______________________

B. Weight of sifted flour ______________________

C. Which weighs the most? ______________________

D. Which method of measuring is more accurate? ______________________

II. Weigh 1 cup of brown sugar poured loosely into a cup withou packing it and weigh 1 cup of brown sugar firmly packed so that it holds its shape when turned out of a cup

A. Weight of loosely poured sugar ______________________

B. Weight of firmly packed sugar ______________________

C. Which weighs the most? ______________________

D. Which method of measuring is more accurate? ______________________

(NOTE: This assignment is used to emphasize the wide variations that occur due to improper measuring procedures.)

# USE AND CARE OF HAND TOOLS AND UTENSILS
# UNIT III

## JOB SHEET #1--USE A STEEL

I. Tools

  A. Steel

  B. Knife

II. Procedure

(CAUTION: Use extreme care when working with knives.)

  A. Stand in balanced position that will allow you to control arm movement

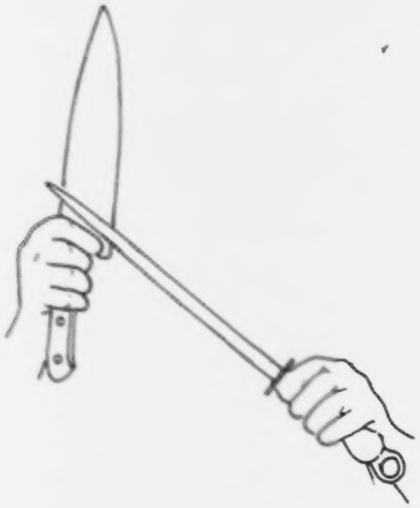
  (NOTE: Steel will remain stationary while knife is moved with wrist action.)

  B. Grasp knife and steel firmly by handles

  (NOTE: The guard on the steel is hard so metal protrusions will protect hand.)

  C. Hold steel at approximately 45° angle one arm's length away from body (Figure 1)

FIGURE 1



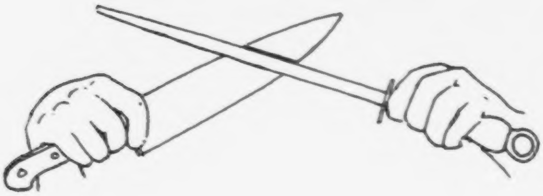
  D. Start with knife in a vertical position, lightly touching heel of knife to tip of steel at a 20° angle to it (Figure 1)

## JOB SHEET #1

E. Begin to pass the knife edge along the length of the steel, maintaining light pressure and a constant 20° angle (Figure 2)

(NOTE: This is done with wrist action while the arms remain still.)

FIGURE 2



F. Continue in a smooth motion, using entire length of steel (Figure 2)

(NOTE: Listen for a melodic ring as you use steel; if you hear a grinding noise you are applying too much pressure.)

G. Complete the movement by passing the tip of the knife across the steel (Figure 2)

(NOTE: Do not strike guard with knife.)

H. Start next stroke with knife on opposite side of steel at a 20° angle to the tip of the steel

I. Pass the knife along steel as before, maintaining light pressure and a constant 20° angle

J. Stroke knife on steel 5 times on each side

(NOTE: If these 10 strokes are not adequate, you should use a sharpening stone. See Job Sheet #2.)

# USE AND CARE OF HAND TOOLS AND UTENSILS
# UNIT III

## JOB SHEET #2--SHARPEN A FRENCH KNIFE

I. Tools and materials

- A. Sturdy work table
- B. Sharpening stone
- C. Water or mineral oil
- D. Knife

II. Procedure

(CAUTION: Use extreme care when working with knives.)

A. Place sharpening stone on a damp towel to prevent slippage near edge of table

(NOTE: For general sharpening, use medium texture stone; for a severely abused knife, start with coarse texture stone.)

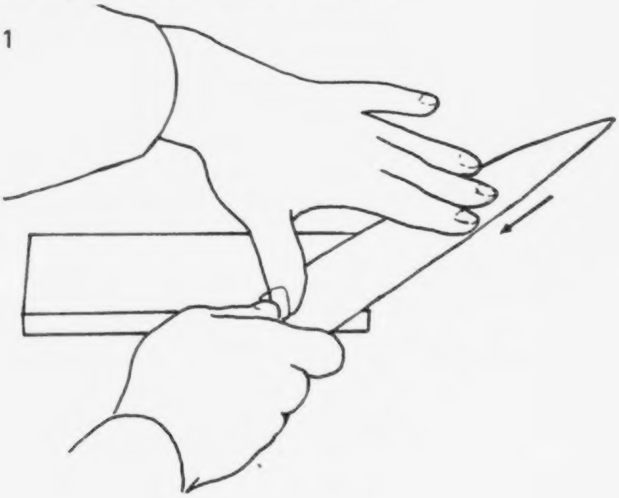
B. Lubricate stone with mineral oil or water

(NOTE: Vegetable oil is not recommended as it may leave a sticky film on stone.)

C. Stand in balanced position that will allow you to use full surface of stone

D. Grasp knife firmly by handle (Figure 1)

FIGURE 1



## JOB SHEET #2

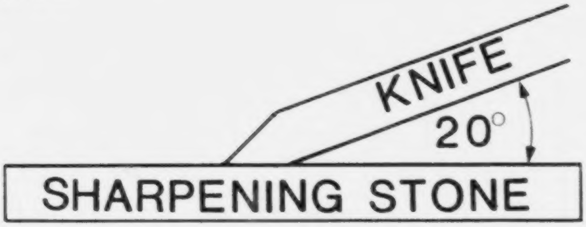
E. Use the four most comfortable fingers of the guiding hand to stabilize knife and maintain constant pressure on blade (Figure 1)

(NOTE: Guiding hand is one not holding knife.)

F. Heel of knife should be at one corner of stone close to table edge (Figure 1)

G. Set the blade at a 20° angle, touching stone (Figure 2)

FIGURE 2

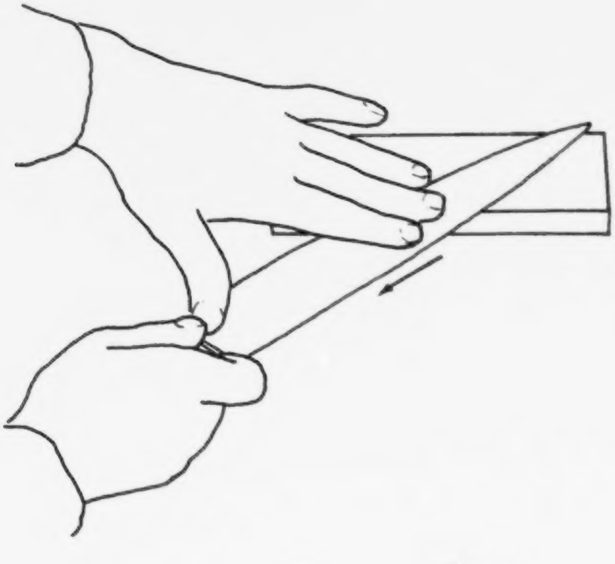


H. Begin to draw knife across the stone, gently, but with abrasive action on the blade (Figure 1)

I. Continue movement in smooth action maintaining angle and pressure through the blade tip across surface of stone (Figure 3)

(NOTE: Five strokes for each side of the blade will generally be enough.)

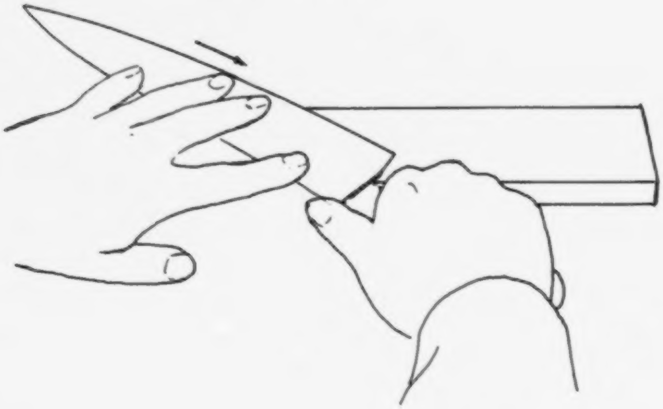
FIGURE 3



## JOB SHEET #2

J. Turn knife around so that side of blade just sharpened is now facing up and use guiding hand to establish it and maintain constant pressure (Figure 4)

FIGURE 4



K. Set the knife at the same angle (20°) and position heel at opposite corner of stone (Figure 4)

L. Draw knife across stone in same manner as opposite side (Figure 4)

M. Use steel on knife edge following procedure in Job Sheet #1

# USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

## JOB SHEET #3--WEIGH A DRY INGREDIENT ACCURATELY USING A BAKER'S SCALE

I. Tools and materials

A. Baker's scale

B. Dry ingredient

Example: Flour or sugar

C. Ingredient scoop

II. Procedure

A. Place scoop on left side of scale and counterbalance on right side of scale

B. Place ounce weight on zero; scale should then be in balance

C. Place the 2-lb. weight or two 1-lb. weights on the same side as the tare

D. Move the ounce weight to 8 ozs.; the scale should no longer balance because there is more weight on the right than on the left

E. Pour dry ingredient into scoop; the left side of the balance will be lowered while the right side will be raised until the two are even, or balanced; if too much is poured onto the scoop, the left side will be lower than the right; remove the extra ingredient until the two sides of the scale are equal

## USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

### JOB SHEET #4--WEIGH A LIQUID INGREDIENT ACCURATELY USING A PORTION SCALE

I. Tools and materials

A. Portion scale

B. Liquid

Example: Water

C. Container

Example: Mixing bowl

II. Procedure

(NOTE: The following steps are specifically written to weigh 12 ounces of liquid.)

A. Place container on scale platform

B. Adjust dial so "O" is realigned with pointer

C. Add liquid to container until pointer reaches 12 ounce mark

## USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

### JOB SHEET #5--MEASURE SMALL AMOUNTS OF DRY AND LIQUID INGREDIENTS ACCURATELY

I. Tools and materials

- A. Set of measuring spoons
- B. Spatula
- C. Dry ingredient

  Example: Baking powder or soda
- D. Waxed paper
- E. Liquid ingredient

  Example: Water

II. Procedure

- A. Measure dry ingredients
  1. Put correct measuring spoon in dry ingredient container and stir well

     (NOTE: Spoon must be dry.)
  2. Heap measuring spoon with dry ingredients
  3. Hold spoon over container or waxed paper and level off with spatula
  4. Return excess amount leveled off to original container
- B. Measure liquid ingredient
  1. Select measuring spoon
  2. Fill until spoon is full

     (NOTE: You may need to level off thick liquids such as corn syrup.)

## USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

### JOB SHEET #6--MEASURE A LIQUID INGREDIENT ACCURATELY

I. Tools and materials

   A. Transparent measuring cup

   B. Container for water

   C. Water

II. Procedure

   (NOTE: The following steps are specifically written to measure 3/4 cup of liquid.)

   A. Place measuring cup at eye level

   B. Fill cup to 3/4 line

   C. Check measurement

# USE AND CARE OF EQUIPMENT
## UNIT IV

## UNIT OBJECTIVE

After completion of this unit, the student should be able to identify types of equipment and select true statements concerning general operating procedures and safety requirements for equipment. The student should also be able to operate and clean various types of equipment. This knowledge will be evidenced by correctly performing procedures outlined in the job sheets and by scoring eighty-five percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify types of equipment.
2. Select true statements concerning general operating procedures for equipment.
3. Select true statements concerning safety requirements for equipment.
4. Demonstrate the ability to:
    a. Operate doughnut machine.
    b. Clean doughnut machine.
    c. Operate dish machine.
    d. Clean dish machine.
    e. Operate waste disposer.
    f. Operate mixer.
    g. Clean mixer.
    h. Operate slicer.
    i. Clean slicer.
    j. Operate vertical cutter mixer.
    k. Clean vertical cutter mixer.
    l. Operate food chopper.
    m. Clean food chopper.
    n. Operate deep fat fryer.

o. Clean deep fat fryer (gas).

p. Clean deep fat fryer (electric).

q. Operate tilting brazier or skillet.

r. Clean tilting brazier or skillet.

s. Operate steamer.

t. Clean steamer.

u. Operate steam jacketed kettle.

v. Clean steam jacketed kettle.

w. Operate meat tenderizer.

x. Clean meat tenderizer.

y. Use steam table.

z. Clean steam table.

aa. Operate conventional oven.

bb. Clean conventional oven.

cc. Operate convection oven.

dd. Clean convection oven.

ee. Operate microwave oven.

ff. Clean microwave oven.

gg. Operate rotary toaster

hh. Clean rotary toaster

ii. Operate coffee equipment.

jj. Clean coffee equipment.

kk. Operate range.

ll. Clean range.

mm. Operate broiler.

nn. Clean broiler.

oo. Operate grill.

pp. Clean grill.

qq. Use platform scale.

rr. Clean work table.

ss. Clean can opener.

tt. Operate blender/food processor.

uu. Clean blender/food processor.

vv. Clean milk dispenser.

## USE AND CARE OF EQUIPMENT
## UNIT IV

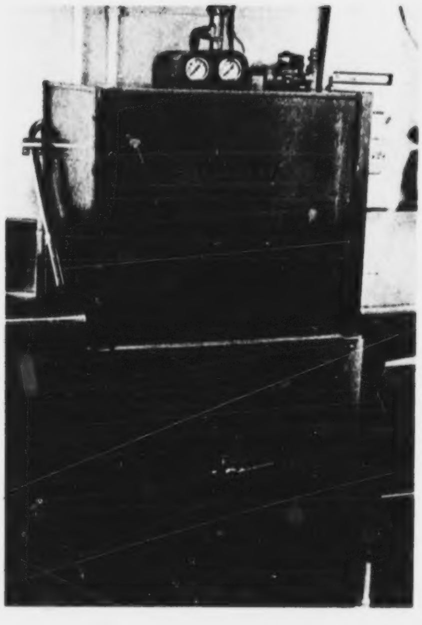
## INFORMATION SHEET

I. Types of equipment

(NOTE: Pieces of equipment which have food contact surfaces that must be sanitized just prior to use are in bold type.)

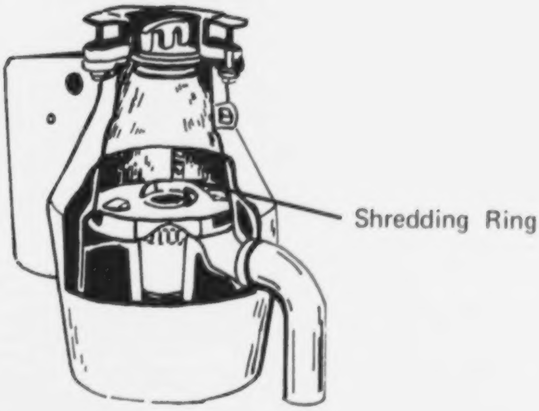
A. **Doughnut machine**

B. Dish machine



## INFORMATION SHEET

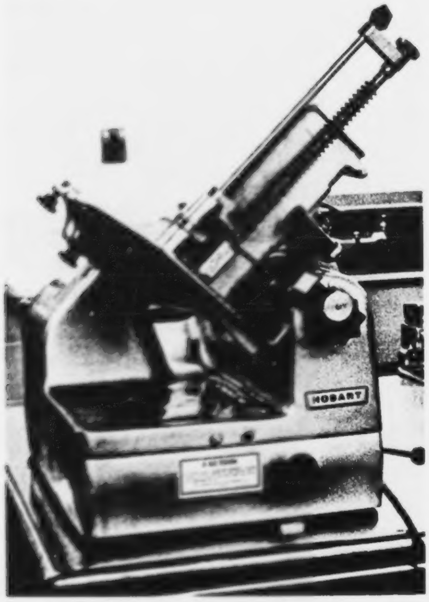
C. Waste disposer



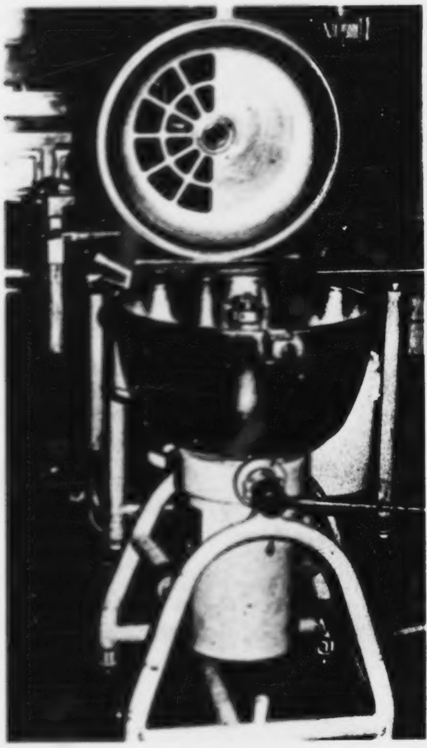
D. Mixer

## INFORMATION SHEET

E. **Slicer**



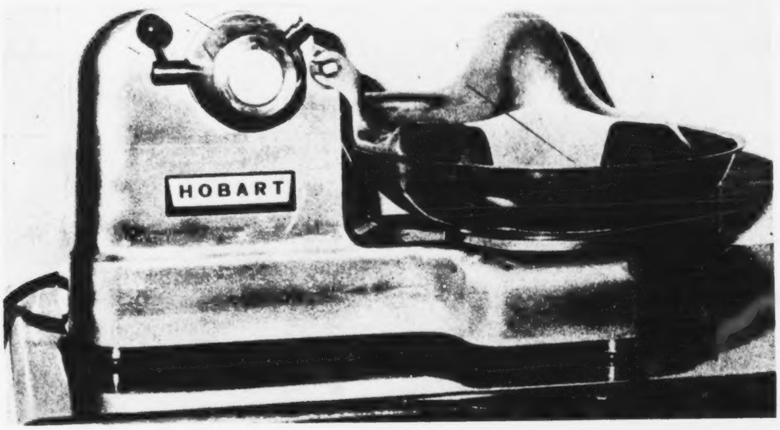
F. **Vertical cutter mixer**
(NOTE: This is commonly called a VCM.)



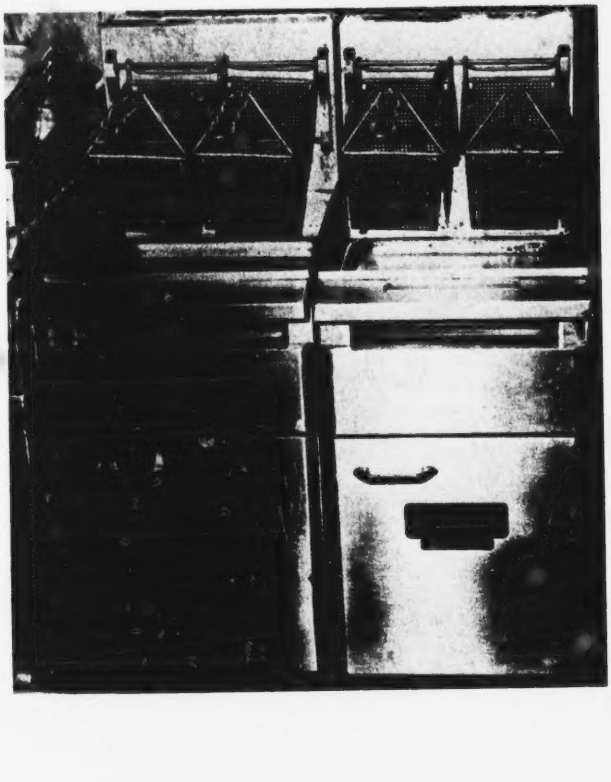
## INFORMATION SHEET

G. **Food chopper**

(NOTE: This is also called a buffalo chopper.)

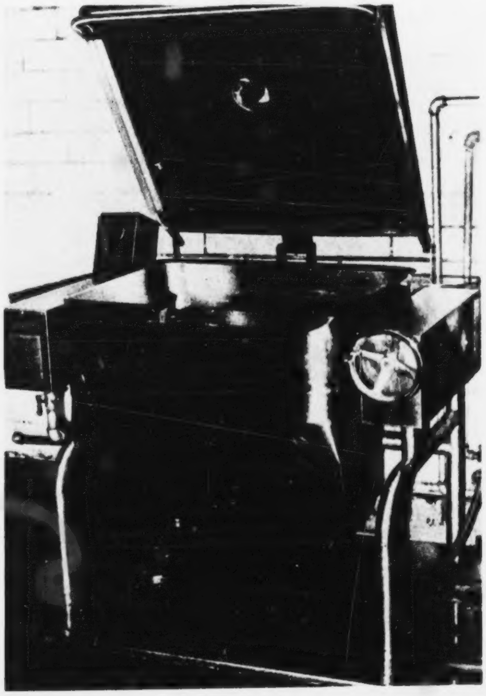


H. Deep fat fryer

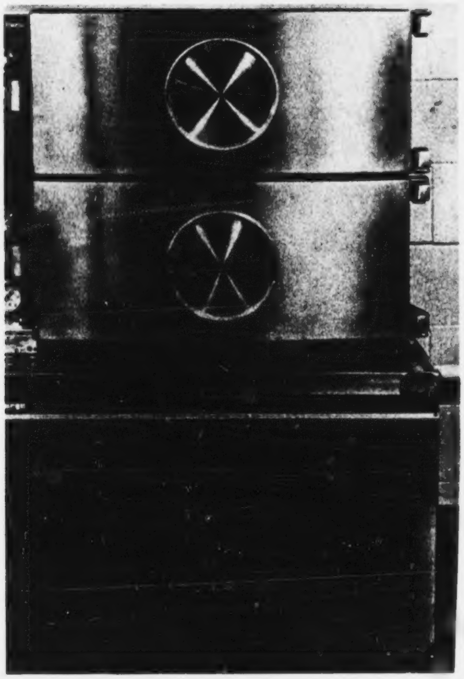


## INFORMATION SHEET

I. Tilting skillet or brazier

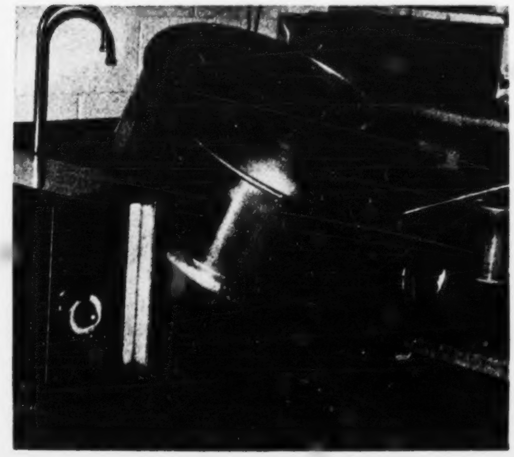


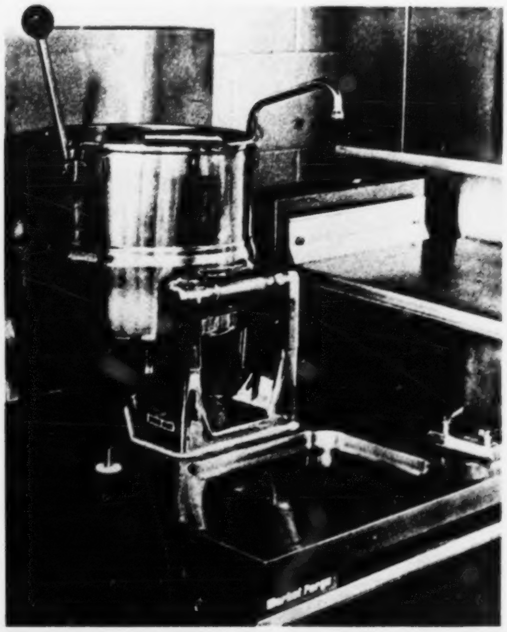
J. Steamer



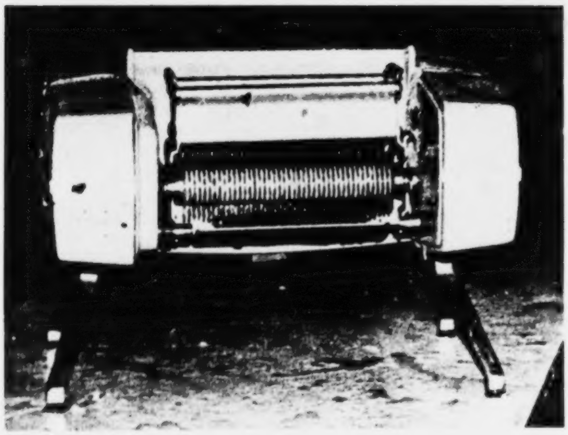
## INFORMATION SHEET

K. Steam jacketed kettle



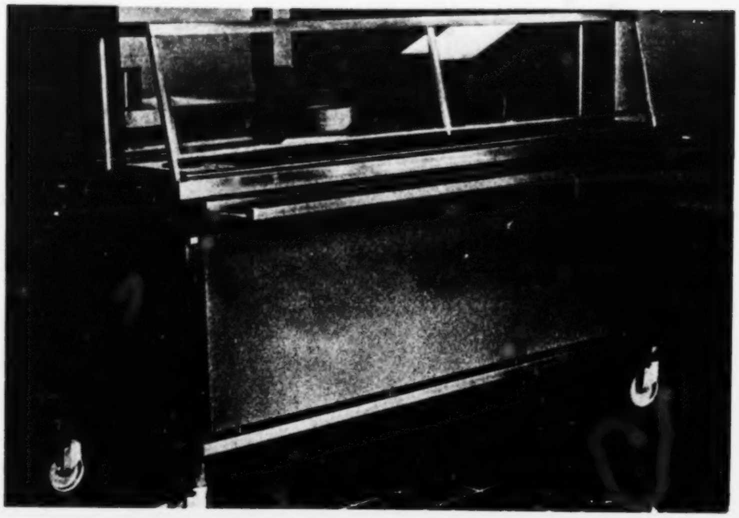


L. **Meat tenderizer**



## INFORMATION SHEET

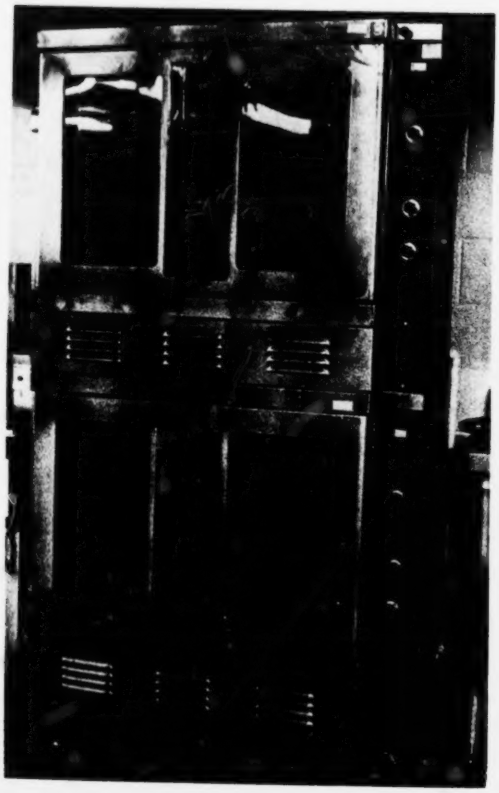
M. Steam table



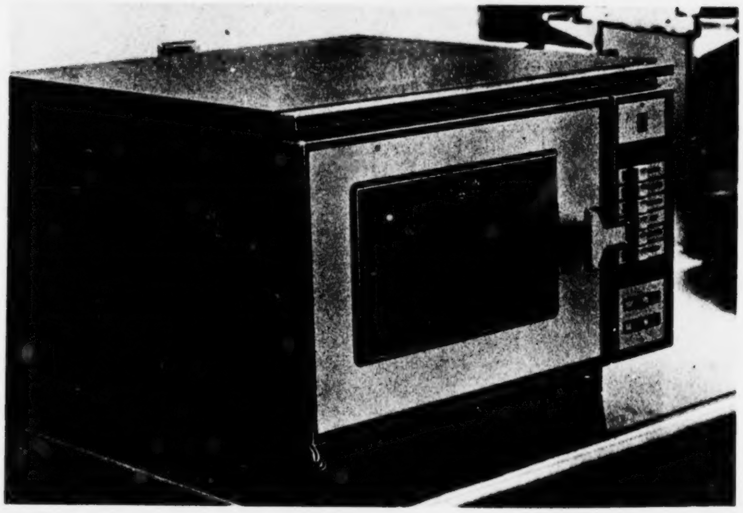
N. Conventional oven

## INFORMATION SHEET

O. Convection oven

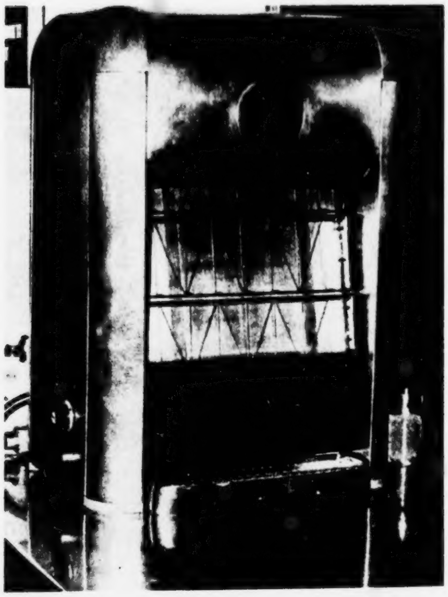


P. Microwave oven

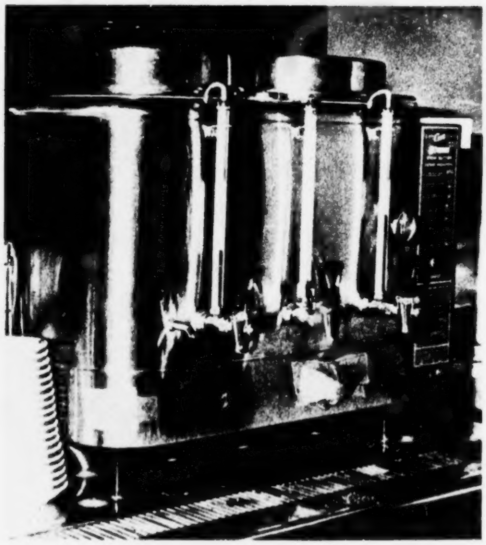


# INFORMATION SHEET

Q. Toaster

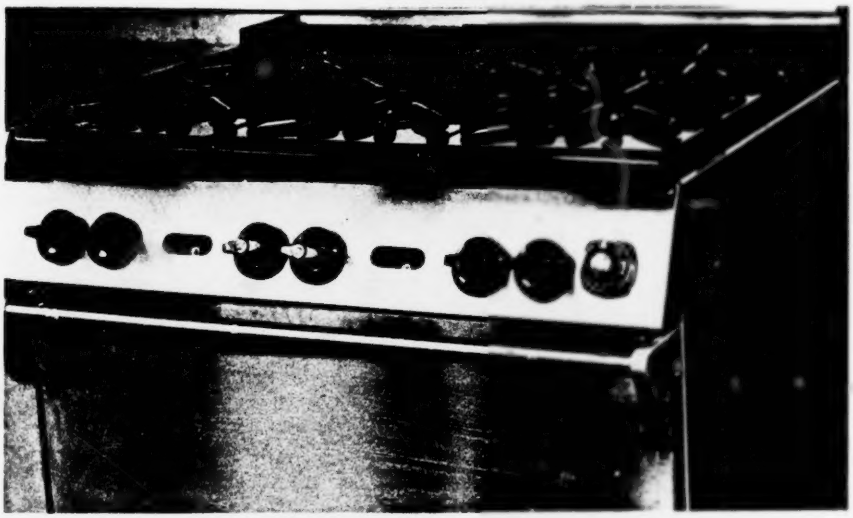


R. Coffee equipment

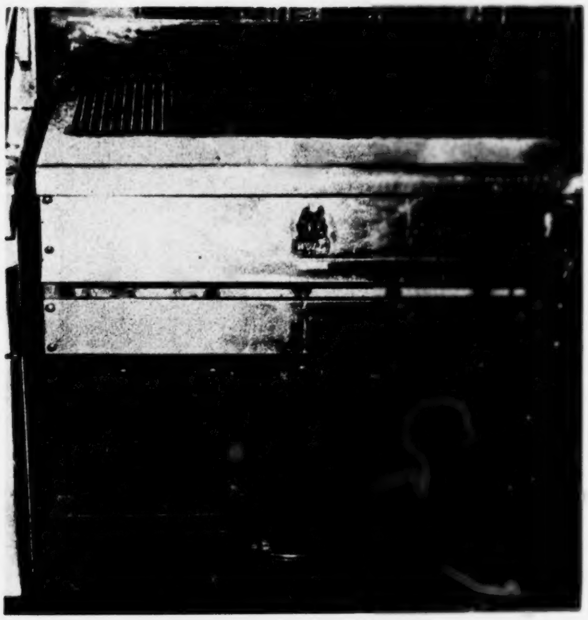


## INFORMATION SHEET

S. Range



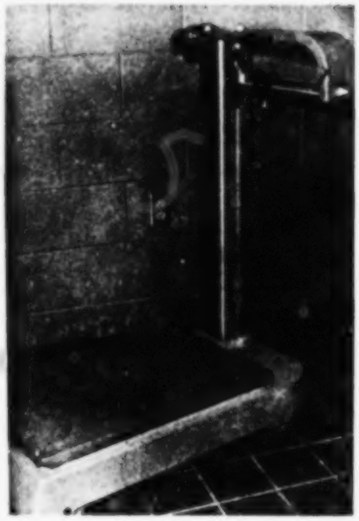
T. Broiler



# INFORMATION SHEET

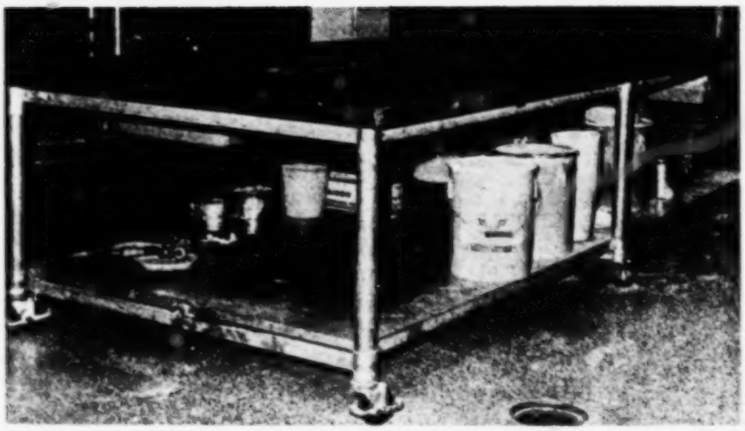
U. Grill

V. **Platform scale**



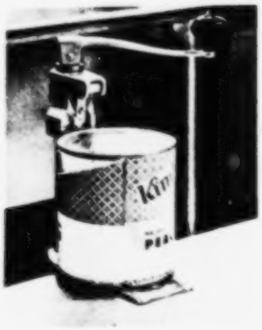
## INFORMATION SHEET

**W. Work table**



**X. Can opener**

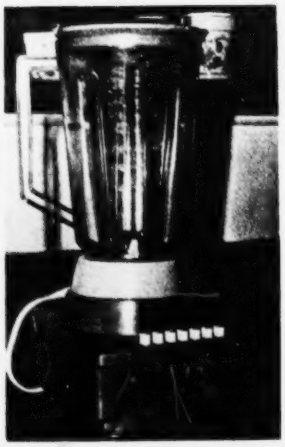
1. Hand



2. Electric

## INFORMATION SHEET

Y. **Blender**



Z. **Milk dispenser**

II. General operating procedures for equipment

A. Training operator

1. Safety features
2. Emergency stop
3. Setting up, using, and cleaning equipment

B. Using electrical equipment

1. Do not wear rings
2. Do not wear loose clothing

EXAMPLE: Tie long apron strings

# INFORMATION SHEET

C. Before using machine

1. Disconnect power source
2. Check to see that parts are in the proper place
3. Turn gears or speed to proper setting
4. Clear work area of unneeded equipment or supplies

D. Cleaning or adjusting

1. Turn off switches prior to adjusting the speed
2. Remove plug from socket

   **(CAUTION: Do not use cord to remove plug from socket.)**

E. Following manufacturer's directions

1. Operation
2. Cleaning
3. Lubricating

F. Notifying supervisor

1. When in doubt about usage of equipment
2. When parts of machine have been misplaced
3. When machine is not running properly

III. Safety requirements for equipment

A. Operator must be trained

(NOTE: Training should include a demonstration by supervision on how to set-up, use, and clean equipment.)

B. Operator must have observed the equipment

1. Set-up
2. Use
3. Clean-up

C. Operator must be able to use equipment to the satisfaction of supervisor

## INFORMATION SHEET

D. Operator must know and use all safety features on the equipment

E. Equipment should not be left unattended

F. Pieces of equipment which have parts that will come in direct contact with food must be sanitized just prior to use and before using to process other types of foods

(NOTE: Purple film buildup on stainless steel surfaces indicates protein residue from improper cleaning. Sanitizing solution should be maintained in a spray bottle and applied lightly with a fine mist to food contact surfaces just prior to use.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #1--OPERATE DOUGHNUT MACHINE

I. Equipment and materials

   A. Doughnut machine

   B. Doughnut shortening

   C. Doughnut batter

II. Procedure

   A. Fill fryer with shortening

      (NOTE: Use enough shortening to cover heater elements and thermostat bulb.)

   B. Turn heater control switch to 250°F

   C. Melt all shortening

   D. Set temperature to 375°F

   E. Switch on conveyor motor to see that conveyor operates freely

   F. Time revolutions of dropper and conveyor

      (NOTE: Dropper should be in the center of the flight pocket.)

      1. Retard

      2. Advance

   G. Consult recommended temperature and time chart for variety of doughnut being prepared

      (NOTE: See manufacturer's directions. Temperature will usually be between 370°-380°F.)

   H. Set speed according to variety of doughnut

   I. Load hopper with batter

   J. Begin operation

      (NOTE: Adjust dropper if necessary so that doughnuts are dropping as close to the front flight as possible.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #2--CLEAN DOUGHNUT MACHINE

I. Equipment, tools, and materials

  A. Doughnut machine

  B. Gong brush

  C. Clean cloths

  D. Filter cone and holder

  E. Shortening container

  F. Detergent solution

II. Procedure

  A. Turn machine off

  B. Unplug machine

  C. Let shortening cool

  D. Drain shortening

  E. Filter shortening

  F. Remove conveyor

  G. Take to pot and pan sink

  H. Tilt heater coils back

  I. Remove fryer tank

  J. Wipe excess shortening from inside of kettle

  K. Flush inside of kettle with warm shortening

  L. Close drain valve

  M. Clean in-feed end of conveyor with damp cloth

  N. Lower coils into fryer kettle

  O. Fill fryer with water

  P. Add detergent solution

## JOB SHEET #2

Q. Connect power

R. Turn on heater

S. Bring solution to a boil

T. Boil 15-20 minutes

U. Scrub parts while solution is boiling

V. Turn off heater

W. Disconnect power

X. Allow detergent solution to cool

Y. Tilt heater coils back

Z. Wipe coils

AA. Drain cleaning solution

BB. Lower coils into fryer

CC. Close drain

DD. Add water

EE. Turn on power

FF. Turn on heat

GG. Heat to 180°F for 15 minutes

HH. Cool

II. Drain

JJ. Close drain

KK. Cover

(NOTE: Follow manufacturer's directions on doughnut machines. Operation and cleaning procedures vary with brand and model.)

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #3--OPERATE DISH MACHINE

I. Equipment and materials

   A. Dish machine

   B. Dirty dishes and flatware

   C. Detergent

   D. Drying agent

II. Procedure

   A. Place scrap trays in machine

   B. Place wash arms in machine

   C. Place curtains in machine

   D. Close drain valves tightly

   E. Open fill valves

   F. Fill all tanks to specified level

   G. Shut off fill valves

   H. Turn on heat for tanks

   I. Turn on dish machine motor and electronic equipment

   J. Add detergent to reservoir

   K. Add drying agent to reservoir

   (NOTE: Most machines are equipped with a buzzer that sounds when detergent needs to be replaced.)

   L. Do not wash dishes until all temperatures are correct

      1. Prewash 100°-120°F

      2. Wash 155°-170°F

      3. Rinse-power 165°-180°F

      4. Final rinse 180°-195°F

   M. Change water in tanks every 2-4 hours

## JOB SHEET #3

N. Scrape food soil from plates

O. Sort and stack soiled dishes

(NOTE: The dish machine is not a waste disposer.)

P. Place dishes of same size together on rack

Q. Place cups, glasses, and bowls upside down in racks

(NOTE: Do not stack dishes on top of each other.)

R. Soak flatware 15-20 minutes

S. Wash flatware twice

   1. Wash in flat rack, then sort, and place in silver baskets with handles down
   2. Wash second time in silver baskets

T. Invert silver in baskets without touching eating end of tool

U. Allow dishes to air dry

V. Tilt glass racks to drain excess water

W. Remove clean dishes from racks

X. Stack dishes in proper storage area

Y. Do not touch any part of dish that will be touched with food

Z. Check to see that flatware is clean, dry, and free from spots

AA. Turn off machine motor and heaters

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #4--CLEAN DISH MACHINE

I. Equipment, tools, and materials

   A. Dish machine

   B. Detergent

   C. Scale remover

   D. Spray attachment

   E. Gong brush

   F. Squeegee

   G. Clean towels or cloths

   H. Stainless steel cleanser

II. Procedure

   A. Clean after each meal

      1. Pull scrap trays
      2. Remove curtains
      3. Clean trays with brush
      4. Run trays and curtains through dish machine
      5. Turn off dish machine
      6. Scrub down dish tables
      7. Rinse dish tables
      8. Squeegee dish tables
      9. Drain machine
      10. Scrub tanks with brush while draining
      11. Hose down inside of machine
      12. Clean outside of soap dispenser
      13. Clean outside of machine
      14. Fill tanks

JOB SHEET #4

15. Replace scrap trays and curtains

    (NOTE: After the last meal of the day, do not fill tanks and do not replace curtains until next use.)

B. Clean weekly

   1. Use same procedure as above
   2. Remove wash arms
   3. Clean wash arms free of foreign material
   4. Replace wash arms
   5. Remove rinse jets
   6. Remove lime or iron deposits from rinse jets
   7. Turn off soap dispenser
   8. Turn off final rinse
   9. Fill machine
   10. Add detergent or scale remover solution to each tank
   11. Run machine for 45 minutes
   12. Drain machine
   13. Scrub all tanks
   14. Hose down machine
   15. Replace rinse jets
   16. Wipe all stainless steel equipment
   17. Clean soap dispenser
   18. Clean exterior of machine with hot water
   19. Wipe dry exterior of machine
   20. Clean exterior with stainless cleaner
   21. Turn on soap dispenser
   22. Turn on final rinse

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #5--OPERATE WASTE DISPOSER

I. Equipment and supplies

   A. Waste disposer

   B. Wet garbage

II. Procedure

   A. Press "ON" switch

   (NOTE: Water will come on automatically. If water does not come on, turn machine off immediately.)

   B. Feed garbage gradually

   **(CAUTION: Do not overload.)**

   C. Do not feed ungrindable food

   EXAMPLES: Bones, cobs, coffee grinds, shortening

   D. KEEP FINGERS AND HANDS OUT OF UNIT

   E. Run unit five minutes after grinding stops

   F. Clean unit by turning switch to the "OFF" position and washing with mild detergent

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #6--OPERATE MIXER

I. Equipment and materials

   A. Mixer

   B. Agitator

   C. Food to be mixed

II. Procedure

   A. Place bowl of desired size into position

   B. Lock back catch

   C. Lock bowl pin on each side

   D. Lower bowl to lowest level on slideway

   E. Select proper agitator

      1. Flat beater (Figure 1)

         a. General mixing

         b. Mixing batters

         c. Whipping potatoes

         (NOTE: Do not use for heavy doughs.)

FIGURE 1

## JOB SHEET #6

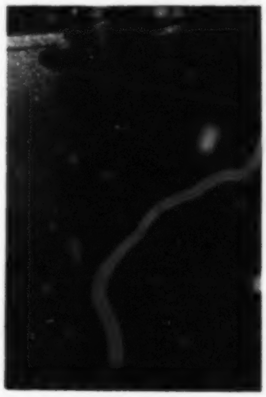
2. Wire whip (Figure 2)
   - a. Incorporates air into light mixtures
   - b. Used for light and fast operations

FIGURE 2

3. Dough hook (Figure 3)

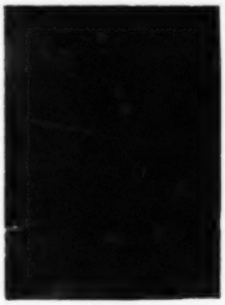
   (NOTE: This is used on yeast raised doughs, including breads and rolls.)

FIGURE 3



4. Pastry knife (Figure 4)
   - a. Combine shortening with flour
   - b. Mix biscuits, pie crusts, and shortcakes

FIGURE 4



## JOB SHEET #6

F. Slip agitator on shaft

G. Lock

H. Lift bowl into position

(NOTE: If agitator does not touch the bottom of the bowl, the mixer is ready for use.)

I. Lower bowl

J. Select speed

K. Place food to be mixed in bowl

L. Raise bowl back to mixing position

M. Push motor start button

N. Stop machine before scraping down the sides of bowl

O. Do not lower bowl until agitator motion has stopped

P. Turn motor off when mixing is complete

Q. Lower bowl

R. Remove agitator

S. Remove food from bowl

(NOTE: If wheels are available, the bowl may be lowered to wheels and taken to preparation area.)

**(CAUTION: NEVER, NEVER Stick hand or untensil in bowl during operation!!!)**

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #7--CLEAN MIXER

I. Equipment, tools, and materials

   A. Mixer and agitator

   B. Gong brush

   C. Clean cloths

   D. Detergent solution

II. Procedure

   A. Clean after each use

      1. Turn machine off and remove plug
      2. Remove bowl
      3. Remove agitator
      4. Take to pot and pan sink for cleaning
      5. Clean bowl and agitator in detergent solution using gong brush
      6. Rinse bowl and agitator
      7. Let bowl and agitator air dry

   B. Clean daily

      1. Scrub beater shaft
      2. Scrub bowl saddle
      3. Scrub base
      4. Rinse with hot clean water
      5. Dry with clean cloth

      (NOTE: If machine has removable saddle apron cover plate and metal ring, clean behind them daily.)

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #8--OPERATE SLICER

I. Equipment and supplies

   A. Slicer

   B. Portion scale

   C. Food for slicing

II. Procedure

   **(CAUTION: Power cord should be disconnected before beginning.)**

   A. Place chute on slide carriage

   B. Tighten bolts or thumbscrews finger tight

   C. Place center plate in position

   D. Place large knife guard in position

   E. Place food on chute and cover with holder

   F. Move arm to check free movement

   G. Adjust thickness control indicator to desired number

   (NOTE: Food should be kept in center of carrier.)

   H. Connect power cord

   I. Turn machine on

   J. Slice 2-3 slices of product

   K. Turn machine off

   **(CAUTION: Do not place hands near food being sliced or near food holder until blade action has stopped.)**

   L. Examine food for proper size and weigh for accurate weight

   M. Readjust indicator if necessary

   N. Slice desired number of portions of product

   (NOTE: Manual machines must be pushed with a rhythmic motion. Automatic carriages should never be left unattended.)

## JOB SHEET #8

O. Turn thickness control indicator back to "0"

P. Turn machine off

Q. Disconnect power cord

**(CAUTION: Slicer should never be used when knife guard is not in position. Always keep hands and utensils away from blade when unit is operating. Keep plug out of socket when unit is not in operation. Always check knife guard before putting plug in socket.)**

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #9--CLEAN SLICER

I. Equipment, tools, and materials

A. Slicer

B. Detergent solution

C. Cloth folded to several thicknesses

D. Sanitizing solution

E. Clean cloths

II. Procedure

(NOTE: This should be done after each use.)

A. Turn off machine

B. Remove electric cord from socket

C. Set thickness control indicator to zero

D. Turn knob at bottom of carriage to remove meat carriage

E. Loosen knob at center of blade to remove the top blade guard

F. Take parts to the pot and pan sink

G. Scrub parts

H. Rinse parts

I. Let parts air dry

J. Wash blade and machine shell

**(CAUTION: Blade is exposed, so proceed with care!!)**

K. Rinse blade

L. Sanitize blade according to directions on sanitizing solution container

M. Allow blade to air dry

N. Replace front blade guard immediately after cleaning shell

O. Tighten blade guard knob

## JOB SHEET #9

P. Replace blade guard

Q. Tighten blade guard knob

R. Replace meat carriage

S. Tighten meat carriage knob

T. Set thickness control indicator to zero

(CAUTION: **NEVER, NEVER** leave blade exposed longer than necessary!)

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #10--OPERATE VERTICAL CUTTER MIXER

I. Equipment, tools, and materials

A. Vertical cutter mixer (VCM)

B. Mixing baffle if needed for process

C. Handle

D. Correct blade assembly for process

E. Cutting board

F. French knife

G. Clean cloths

H. Food to be processed

II. Procedure

**(CAUTION: Each different process, mixing, cutting, or kneading, requires a different setup; refer to specific instructions for each process.)**

A. Lock mixing bowl in upright position

B. Place plastic basket in VCM bowl if needed for process

(NOTE: Some foods, such as meats or bread dough, do not require the use of the basket.)

C. Install correct blade assembly for process

**(CAUTION: Always handle blade assembly by the shank.)**

D. Secure blade with the retaining nut; finger tighten only

E. Install the mixing baffle when cutting and mixing dry ingredients only

(NOTE: This removes dry ingredients from the sides of bowl.)

F. Prepare the food for cutting or mixing

(NOTE: As an example, lettuce must be cut in quarters; follow recipe in all cases.)

G. Place ingredients in the bowl

H. Fill bowl two-thirds full of water if cutting or mixing vegetables

## JOB SHEET #10

I. Close cover and lock it

**(CAUTION: VCM units should not operate unless cover is properly locked in place.)**

J. Select the speed which is given in recipe

1. Jog--Cuts and mixes for about one second when start button is pressed and will stop automatically
2. Run--Cuts and mixes continuously when start button is pressed; will not stop until button is pushed

K. Wait for blades to stop turning after operation is complete

L. Unlock and raise cover to full open position

M. Loosen retaining nut and carefully remove blade assembly

N. Remove food by lifting plastic basket and allowing to drain or tilting VCM for dry products and doughs

O. Wipe or rinse out any food left in bowl with clean cloth

P. Rinse bowl and parts with hot water after each use

**(CAUTION: When working with potentially hazardous foods, equipment must be thoroughly cleaned and sanitized between types to prevent cross-contamination.)**

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #11--CLEAN VERTICAL CUTTER MIXER

I. Equipment, tools, and materials

- A. Vertical cutter mixer (VCM)
- B. Gong brush
- C. Clean cloths
- D. Detergent solution
- E. Sanitizing solution
- F. Stainless steel polish

II. Procedure

(NOTE: Follow steps A through E to clean VCM after each use.)

- A. Unlock and raise cover to full open position
- B. Loosen retaining nut and remove blade assembly

  **(CAUTION: Always handle blade assembly by shank.)**
- C. Set blades on counter
- D. Remove mixing baffle; place beside blades
- E. Lift plastic basket up and out of bowl

  (NOTE: Either step D or E will be necessary; mixing baffle and plastic basket are never used at the same time.)
- F. Unlock and tilt VCM bowl down to remove remaining food or water
- G. Wipe inside of bowl and parts with a clean cloth

  (NOTE: Daily cleaning or cleaning between use for potentially hazardous foods is explained in the following steps.)
- H. Repeat steps A through F
- I. Fill bowl about one-third full of water and add detergent solution
- J. Scrub the bowl, cover, and outside of VCM
- K. Drain detergent solution by tilting bowl

## JOB SHEET #11

L. Rinse all surfaces with clean water

M. Dry outside surfaces

N. Spray inside of bowl with sanitizing solution

O. Allow inside of bowl to air dry

P. Return bowl to upright position, lock in place, and lower cover until next use

Q. Take blade assembly, mixing baffle, or plastic to pot and pan sink

R. Wash in detergent solution

S. Rinse thoroughly

T. Allow to air dry

U. Polish stainless steel surfaces with stainless steel polish

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #12--OPERATE FOOD CHOPPER

I. Equipment, tools, and materials

A. Food chopper

(NOTE: This is also called a buffalo chopper.)

B. Cutting board

C. Knife

D. Food to be chopped

II. Procedure

A. Turn power switch to "OFF" position

B. Disconnect power source

C. Unlock cover by turning hand knob to left and pulling up

D. Raise cover to full upright position exposing blade shaft

E. Install bowl by placing in position on the flange and turning to left until it locks in place

F. Place blade assembly on the shaft

(NOTE: Place grooved end on shaft first.)

G. Secure blades on shaft with hand knob; tighten securely

H. Place comb in place

**(CAUTION: Blades must move freely through comb.)**

I. Close cover and lock in position

**(CAUTION: Food chopper should not operate without cover locked in place.)**

J. Make sure power switch is in "OFF" position

K. Reconnect power supply

L. Prepare food products as necessary for chopping

(NOTE: Lettuce heads are cut in one-eighths and celery stalks are cut in one-thirds.)

## JOB SHEET #12

M. Put product in bowl until about one-third full

N. Turn on food chopper

**(CAUTION: Do not put hands under cover while the food chopper is operating.)**

O. Add food to the bowl as necessary

(NOTE: Uniform pieces indicate the amount of food in bowl is correct; overloading the bowl produces odd sized pieces.)

P. Turn switch to "OFF" position when all chopping is complete

Q. Disconnect power source

R. Unlock and raise cover when blades have stopped

S. Unscrew hand knob on the blade shaft

T. Remove comb

U. Remove knife blade assembly carefully

V. Remove bowl and empty contents

W. Lower cover until next use

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #13--CLEAN FOOD CHOPPER

I. Equipment, tools, and materials

  A. Food chopper

  B. Gong brush

  C. Clean damp cloth

  D. Clean dry cloth

  E. Detergent solution

  F. Sanitizing solution

II. Procedure

  A. **Turn off switch**

  B. Unplug cord

  C. **Wait for blades to stop**

  D. Turn cover lock and pull up

  E. Raise cover to upright position

  F. Remove blade guide

    1. Lift up

    2. Place in bowl

  G. Remove blade

    1. Remove knob on blade shaft

    2. Grasp blade at the dull surface near the shaft

  H. Place blade in bowl

  **(CAUTION: Handle blade with care.)**

  I. Remove cover

  J. Remove bowl

  K. Take parts to pot and pan sink

  **(CAUTION: Blade should never be placed in sink; leave blade on drainboard until ready for washing and rinsing.)**

## JOB SHEET #13

L. Scrub shell

M. Rinse shell

N. Sanitize shell

O. Wash parts

P. Rinse

Q. Sanitize parts

R. Allow to air dry

S. Reassemble chopper

    1. Replace bowl
    2. Replace cover
    3. Leave in upright position
    4. Replace blade guide and blade
    5. Close cover and lock

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #14--OPERATE DEEP FAT FRYER

I. Equipment, tools, and materials

  A. Deep fat fryer

  B. Shortening for fryer

  C. Serving pan with perforated insert

  D. Tongs

  E. Food to be deep fat fried

II. Procedure

  A. Close shortening outlet

  B. Fill fryer with shortening to level line indicator

  C. Turn heat source on

  D. Set thermostat to 250° until shortening is melted (about ten minutes)

  E. Set thermostat to desired temperature

  (NOTE: Shortening should not be heated over 400°F.)

  F. Fill basket with food

    1. Fill no more than 2/3 full

    2. Drain foods that have been freshly battered before frying

    3. Fry foods together that are uniform in size

  G. Submerge basket slowly into hot shortening

  **(CAUTION: Submerging must be done slowly. Moisture from food, especially frozen food, causes shortening to foam and to bubble.)**

  H. Shake basket occasionally if food tends to stick together

  I. Hang basket on hook (bar) to drain (10-15 seconds)

  J. Remove food from basket

    1. Pour food out

    2. Pick food up with tongs

## JOB SHEET #14

K. Place food in pan with false bottom

L. Turn thermostat down as soon as frying is complete

(NOTE: During idle periods the thermostat should be set on 200°F.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #15--CLEAN DEEP FAT FRYER (GAS)

I. Equipment, tools, and materials

- A. Deep fat fryer
- B. Shortening filter cone and holder
- C. Shortening container
- D. Waste shortening container
- E. Detergent solution
- F. Long handled gong brush
- G. Clean cloths

II. Procedure

- A. Clean after each shift
  1. Allow shortening to cool but not to solidify
  2. Drain and strain shortening
     - a. Place filter cone in holder on shortening container
     - b. Place shortening container below drain
     - c. Open drain
     - d. Close drain after all shortening has been removed
  3. Fill fryer with detergent solution
  4. Scrub inside and outside of unit
  5. Place large pot below drain
  6. Open drain
  7. Rinse fryer thoroughly with clean hot water
  8. Wipe dry
  9. Refill fryer
  10. Cover

## JOB SHEET #15

B. Clean before changing to new shortening

  1. Allow shortening to cool but not to solidify
  2. Drain shortening and dispose
  3. Flush unit thoroughly to remove all sediment
  4. Fill fryer with detergent solution
  5. Turn on fryer
  6. Heat to 180°F for 15 minutes
  7. Scrub inside of fryer
  8. Drain fryer
  9. Rinse unit thoroughly
  10. Refill unit with hot water
  11. Brush all inside surfaces
  12. Drain
  13. Rinse
  14. Dry thoroughly
  15. Fill unit with new shortening
  16. Cover

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #16--CLEAN DEEP FAT FRYER (ELECTRIC)

I. Equipment, tools, and materials

   A. Deep fat fryer

   B. Clean insert

   C. Shortening filter machine or container with filter

   D. Gong brush

   E. Clean cloths

   F. Detergent solution

II. Procedure

   (NOTE: This should be done after each use.)

   A. Allow shortening to cool but not to solidify

   B. Lift calrod unit from shortening

   C. Lock calrod into position

   D. Turn on fryer to 180°F

   (NOTE: Calrod units are self-cleaning.)

   E. Drain or pump shortening from fryer through filter to clean container

   F. Remove soiled insert from fryer

   G. Take insert to pot and pan sink for cleaning

   H. Rinse insert and allow to air dry

   I. Turn off fryer

   J. Allow unit to cool

   K. Scrub outside of unit

   L. Rinse and wipe dry

   M. Place clean insert into unit

   N. Lower calrod unit into unit

   O. Replace filtered shortening or add new shortening as required

   P. Cover

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #17--OPERATE TILTING BRAZIER OR SKILLET

I. Equipment and materials

A. Tilt brazier

B. Shortening

C. Food to be prepared

II. Procedure

A. Turn tilt wheel to upright level position

B. Place shortening in brazier

C. Turn thermometer setting to the desired temperature

D. Place food in brazier

E. Follow recipe according to use

F. Complete cooking process

**(CAUTION: Allow steam to escape through steam vent before opening pan cover.)**

G. Remove food from brazier

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #18--CLEAN TILTING BRAZIER OR SKILLET

I. Equipment, tools, and materials

- A. Tilting brazier or skillet
- B. Scouring pad
- C. Scraper
- D. Splash guard
- E. Clean cloths
- F. Detergent solution

II. Procedure

- A. Turn off switch
- B. Raise cover
- C. Flush pan to remove all loose food particles
- D. Tilt pan to remove water
- E. Place a splash guard in front of pouring lip to guide water to floor drain and to prevent splashing
- F. Return pan to upright position
- G. Fill pan with detergent solution
- H. Scrub pan
    1. Cover
    2. Pouring lip
    3. Frame
    4. Outside
- I. Tilt pan to remove water
- J. Rinse pan inside and out
- K. Return pan to upright position
- L. Allow inside to air dry
- M. Wipe outside of pan
- N. Close cover .

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #19--OPERATE STEAMER

I. Equipment and materials

- A. Steamer
- B. Food pan
- C. Food to be cooked

II. Procedure

- A. Check steam gauge for correct operating steam pressure

  (NOTE: If adequate pressure has not been reached, notify your instructor.)
- B. Place food in proper size pan according to recipe
- C. Open steamer door
- D. Place pan on the pull-out shelf
- E. Close door
- F. Lock door
  - 1. Wheel operation
    - a. Fasten door catch
    - b. Push steam valve handle to front position
    - c. Remove wheel at front in clockwise direction until compartment seals
  - 2. Safety shut-off valve
    - a. Engage hasp with locking cam to the right
    - b. Press against the face of the door
- G. Turn on steam
  - 1. Wheel operation--Pull lever
  - 2. Safety shut-off valve--Final movement of lever automatically turns steam on
- H. Set timer according to recipe

  (NOTE: On the wheel operations, do not tighten the door wheel excessively. If steam leaks appear, the wheel should be tightened slightly.)

## JOB SHEET #19

I. Reverse closing procedure after cooking process is completed

(NOTE: After loosening wheel, let steam escape before opening door.)

J. Remove food

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #20--CLEAN STEAMER

I. Equipment, tools, and materials

   A. Steamer

   B. Gong brush

   C. Clean cloths

   D. Detergent solution

II. Procedure

   A. Turn off steam

   B. Allow to cool

   C. Turn center wheel counterclockwise to open

   D. Remove shelves

   E. Take shelves to pot and pan sink

   F. Scrub top and bottom of shelves

   G. Rinse

   H. Allow shelves to air dry on clean surface

   I. Scrub chambers

      1. Inside

      2. Outside

      3. Top

   J. Rinse chambers

   K. Close steamer

   L. Turn on for one minute

   M. Turn off steamer

   N. Open

   O. Allow to air dry

   P. Replace shelves

   Q. Wipe off outside and top of steamer

   R. Leave doors slightly open

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #21--OPERATE STEAM JACKETED KETTLE

I. Equipment, tools, and materials

- A. Steam jacketed kettle
- B. Food to be cooked
- C. Water as necessary
- D. Skimmer, paddle, or ladle

II. Procedure

- A. Check steam gauge for correct operating steam pressure

  (NOTE: If adequate pressure has not been reached, notify your instructor.)

- B. Adjust kettle to upright level position
- C. Fill kettle with food or water

  (NOTE: Food or water should not exceed 3/4 of the capacity of the kettle. Preheat water if necessary.)

- D. Turn on steam control valve

  **(CAUTION: Valves, lines, and jackets are extremely hot when steam is on.)**

  1. Turn dial clockwise
  2. Open valve completely for the highest temperature
  3. Close valve partially for simmering

- E. Complete cooking according to directions on recipe
- F. Close steam control valve
- G. Remove food to prevent overcooking

  1. Liquid may be drawn off through draw-off valve before food is removed
  2. Food may be strained from broth
  3. Food may be poured if kettle tilts
  4. Food may be skimmed with skimmer

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #22--CLEAN STEAM JACKETED KETTLE

I. Equipment, tools, and materials

  A. Steam jacketed kettle

  B. Long handled gong brush

  C. Clean cloths

  D. Detergent solution

II. Procedure

  A. Turn off steam

  B. Allow kettle to cool

  C. Open drain

  D. Flush kettle

  E. Close drain

  F. Remove drain screen

  G. Fill kettle to cover highest food line with water

  H. Add detergent

  I. Scrub kettle inside and outside

  J. Drain solution

    1. Open valve and allow to drain

       (NOTE: Scrub internal valve assembly.)

    2. Tilt kettle

  K. Rinse kettle

  L. Close drain

  M. Allow inside of kettle to air dry

  N. Wipe outside of kettle

  O. Close cover

  (NOTE: Smaller pots may not have drains. Smaller or older pots may not have covers.)

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #23--OPERATE MEAT TENDERIZER

I. Equipment, tools, and materials

A. Meat tenderizer

B. Boning knife

C. Meat to be tenderized

II. Procedure

A. Check meat to be tenderized and remove bones and excess fat

B. Slice meat in one-half to three-quarter inch thickness

(NOTE: This size will pass through meat tenderizer.)

C. Check to be sure guard is in position on machine

D. Turn on machine

E. Place meat to be tenderized in roll assembly

**(CAUTION: DO NOT touch roll assembly with fingers.)**

(NOTE: The meat will fall through roll assembly. Meat should never be pulled out of assembly while machine is operating.)

F. Place meat in tenderizer a second time

(NOTE: Meat should be turned one-quarter each time.)

G. Proceed with recipe directions

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #24--CLEAN MEAT TENDERIZER

I. Equipment, tools, and materials

   A. Meat tenderizer

   B. Brush

   C. Clean cloths

   D. Detergent solution

II. Procedure

   A. Turn off machine

   B. Remove electric cord from socket

   C. Remove guard

   D. Loosen locks

   E. Pull entire roll assembly to right to remove from machine

   F. Take guard and cutter roll assembly to sink

      1. Remove handle

      2. Remove blade guides

      3. Clean excess meat particles from cutter roll

      **(CAUTION: Place cutter roll on drainboard until ready for washing.)**

   G. Scrub all parts

   H. Rinse all parts

   I. Allow to air dry in basket on clean surface

   J. Clean shell

   K. Dry shell

   L. Reassemble cutter roll

      1. Replace blade guides

      2. Replace handles

## JOB SHEET #24

3. Replace roll assembly into socket
4. Lock roll assembly
5. Replace guard

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #25--USE STEAM TABLE

I. Equipment and materials

   A. Steam table

   B. Water (if used)

II. Procedure

   (NOTE: Different foods will require varying degrees of heat for holding on steam table.)

   A. Moist heat

      1. Close drain

      2. Add hot water to desired level

      3. Turn on heating element

      4. Set temperature control to desired level

      **(CAUTION: Check water level often; do not allow to go dry.)**

   B. Dry heat

      1. Turn on heat source to desired temperature

      2. DO NOT add water

      (NOTE: Steam may be used as heat in dry heat tables. A pan of water is placed in the table well and the food pan is placed in the steam pan.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #26--CLEAN STEAM TABLE

I. Equipment, tools, and materials

   A. Steam table

   B. Gong brush

   C. Clean cloths

   D. Detergent solution

   E. Stainless steel polish

II. Procedure

   A. Electric

   **(CAUTION: Water must never come in contact with the heating elements.)**

      1. Turn off

      2. Scrub exterior of well

      3. Rinse with hot water

      4. Wash cabinet and containers

      5. Wash lids to wells

      6. Replace containers and lids

   B. Moist wells (after each use)

      1. Turn off heat source

      2. Drain

      3. Wash front and back of steam table

      4. Wash top of steam table

      5. Wipe dry

   C. Moist wells (after last meal of day)

      1. Turn off heat source

      2. Add detergent to water in steam well

## JOB SHEET #26

3. Scrub inside of steam table
4. Drain
5. Rinse
6. Wipe surroundings frame
7. Wash covers
8. Rinse covers
9. Wash front and back of steam table
10. Rinse
11. Wipe dry
12. Polish as needed

(NOTE: In areas with hard water, steam tables should be delimed weekly.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #27--OPERATE CONVENTIONAL OVEN

I. Equipment--Conventional oven

II. Procedure

(NOTE: This procedure is written for a gas oven. Begin with step B on an electric oven.)

A. Turn temperature control switch to medium or high

B. Turn thermostat to desired temperature

C. Allow oven to preheat before placing food in oven

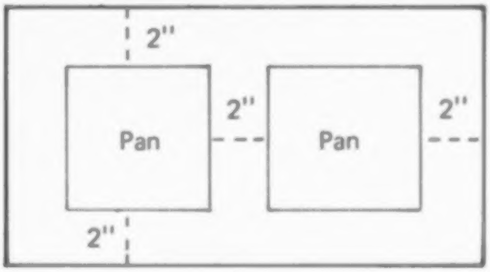
D. Place food in oven when proper temperature has been reached

(NOTE: Temperature should be checked with accurate internal oven thermometer.)

E. Load oven evenly (Figure 1)

1. Pans should be 2" away from door
2. Pans should be 2" away from each other
3. Pans should be 2" away from walls of oven

FIGURE 1



F. Cook as directed on recipe

(CAUTION: Do not rest heavy pans on the doors while open.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #28--CLEAN CONVENTIONAL OVEN

I. Equipment, tools, and materials

  A. Conventional oven

  B. Long handled metal scraper

  C. Long handled brush

  D. Gong brush

  E. Clean cloth

  F. Detergent solution

  G. Stainless steel polish

II. Procedure

  A. Daily

    1. Turn off oven

    2. Allow oven to cool

    3. Remove shelves from oven

      a. Take shelves to pot and pan sink

      b. Wash shelf

      c. Allow to air dry

    4. Scrape burned particles from inside of oven

    5. Brush out inside of oven

    6. Replace shelf

    7. Wash outside of door

    8. Wash outside of frame

    9. Rinse

    10. Wipe dry

  B. Weekly

    1. Turn off oven

## JOB SHEET #28

2. Allow oven to cool
3. Remove shelves
4. Take shelves to pot and pan sink
5. Scrub shelves
6. Rinse shelves
7. Allow to air dry
8. Scrape burned particles from outside of oven
9. Brush inside of oven
10. Brush shelf ledges
11. Brush door crevices
12. Scrub inside of oven
13. Scrub shelf of oven
14. Scrub inside and outside of door
15. Scrub frame
16. Rinse inside and outside of oven
17. Wipe outside dry
18. Wipe on stainless steel polish

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #29--OPERATE CONVECTION OVEN

I. Equipment--Convection oven

II. Procedure

A. Turn master switch on

B. Turn thermostat to desired temperature

C. Place food in oven when proper temperature has been reached

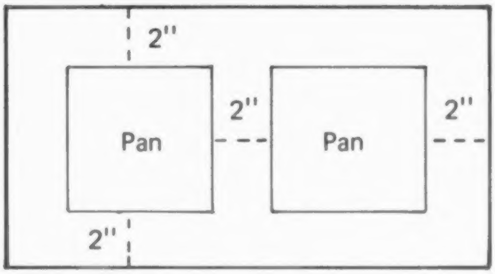
(NOTE: Temperature should be checked with internal oven thermometer.)

D. Load oven evenly

**(CAUTION: Do not overload oven as it can cause food to cook unevenly.)**

1. Pans should be 2" away from door
2. Pans should be 2" away from each other
3. Pans should be 2" away from walls of oven

FIGURE 1



E. Cook as directed on recipe

(NOTE: Convection ovens cook more quickly than conventional ovens; recipes for conventional ovens will need temperature adjustment [25°-50°F decrease] and time adjustment [1/3 time decrease] if cooked in convection oven.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #30--CLEAN CONVECTION OVEN

I. Equipment, tools, and materials

  A. Convection oven

  B. Long handled metal scraper

  C. Long handled brush

  D. Clean cloth

  E. Gong brush

  F. Detergent solution

  G. Stainless steel polish

II. Procedure

  A. Clean daily

    1. Turn off oven

    2. Allow oven to cool

    3. Remove shelves

      a. Take to pot and pan sink

      b. Scrub in detergent solution

      c. Rinse and allow to air dry

    4. Scrape burned particles from inside of oven

    5. Brush out inside of oven

    6. Brush shelf ledges and door service

    7. Replace shelves

    8. Wash outside of door

    9. Wash outside of frame

    10. Rinse

    11. Wipe dry

# JOB SHEET #30

B. Clean weekly

1. Turn off oven
2. Allow oven to cool
3. Remove shelves and side racks
4. Take shelves and side racks to pot and pan sink
5. Scrub shelves and side racks
6. Rinse shelves and side racks
7. Allow shelves and side racks to air dry
8. Scrape burned particles from inside of oven
9. Brush inside of oven
10. Brush door crevices
11. Scrub inside of oven
12. Scrub inside and outside of door
13. Scrub frame
14. Rinse inside and outside of oven
15. Replace clean side racks and shelves
16. Wipe outside dry
17. Polish outside with stainless steel polish

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #31--OPERATE MICROWAVE OVEN

I. Equipment, tools, and materials

- A. Microwave oven
- B. Cooking dish
- C. Food to be cooked

II. Procedure

- A. Close door
- B. Turn on master switch

  (NOTE: When oven is ready to use, ready light will come on or buzzer will sound.)

- C. Open door
- D. Place food no more than 3" deep in oven on cooking dish

  Examples: Paper, glass, heat-resistant plastic

  **(CAUTION: Metal should not be used in cooking cavity.)**

  (NOTE: Sealed pouch or covered dish should have vent holes to allow steam to escape.)

- E. Place food in oven
- F. Close door
- G. Set timer
- H. Cook according to recipe

  (NOTE: In use of the microwave oven, the operator should follow time guides as specified in a microwave cookbook. Microwave ovens are used for thawing, heating to room temperature, cooking to an edible temperature, and precooking. To equalize cooking of food, liquid or semi-liquid food should be stirred during cooking process. In most ovens the timer will have to be reset if the door is opened. For casseroles and foods that splatter easily, a paper towel should be placed on top of the food.)

  **(CAUTION: Before using microwave oven, read manufacturer's suggested operation for the particular type of oven.)**

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #32--CLEAN MICROWAVE OVEN

I. Equipment, tools, and materials

- A. Microwave oven
- B. Clean cloths
- C. Paper towels
- D. Mild detergent solution

II. Procedure

- A. Turn off oven
- B. Let oven cool
- C. Remove trays
- D. Remove splatter shield
- E. Wash trays and shield in mild detergent solution
- F. Rinse
- G. Wipe dry
- H. Wipe inside of oven with paper towels to remove all liquid spills
- I. Wash with mild detergent solution
- J. Rinse
- K. Wipe dry
- L. Replace trays and shield
- M. Wash inside of door with detergent solution
    - a. Remove all food buildup inside oven
    - b. Check for dents or cracks in rubber seal

      **(CAUTION: Notify instructor if any dents or cracks are found as they will allow microwave leakage.)**
- N. Rinse inside of door
- O. Wipe dry

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #33--OPERATE ROTARY TOASTER

I. Equipment, tools, and materials

A. Rotary toaster

B. Pastry brush

C. Bread

D. Margarine or butter

II. Procedure

(NOTE: Steps C, D, and E are necessary for gas models only.)

A. Set thermostat to five

B. Turn switch on allowing basket rotation to begin

C. Insert lighted match into lighter holes

D. Open gas valve

E. Inspect flames

(NOTE: Front and back flames should be the same size and as large as possible without yellow tips.)

F. Preheat toaster 10-15 minutes

G. Run two slices of bread through toaster

H. Adjust thermostat if necessary

I. Run toast through

**(CAUTION: If toast gets stuck in baskets, do not stick a knife in unit. Let unit run. Eventually the toast will fall out or burn and break into parts and the parts will fall out.)**

J. Butter toast

K. Stack in pans

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #34--CLEAN ROTARY TOASTER

I. Equipment, tools, and materials

- A. Rotary toaster
- B. Small stiff-bristled brush
- C. Clean dry cloth
- D. Clean damp cloth dipped into hot detergent solution

II. Procedure

- A. Turn off heat source
- B. Leave baskets rotating while allowing rotary toaster to cool
- C. Turn basket rotation switch off and disconnect power when cool
- D. Remove slanted toast guide
- E. Remove crumb tray at bottom of toaster
- F. Brush dry crumbs from guide, tray, and surrounding table top
- G. Wash toaster frame
- H. Wash area under toaster
- I. Wash guide, tray, and surrounding table top
- J. Rinse
- K. Wipe dry
- L. Replace toast guide and tray

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #35--OPERATE COFFEE EQUIPMENT

I. Equipment and materials
   - A. Urn coffee pot
   - B. Vacuum coffee pot
   - C. Automatic drip coffee pot
   - D. Coffee basket
   - E. Coffee filter
   - F. Coffee

II. Procedure
   - A. Urn coffee pot
     1. Fill urn with fresh water
     2. Turn on heater to heat water
     3. Let water boil
     4. Rinse out with fresh hot water
     5. Add premeasured coffee to filter basket
     6. Spread coffee evenly
     7. Place basket on top of urn
     8. Turn on water over coffee or pour boiling water over coffee
     9. Remove grounds as soon as water has gone through the basket
     10. Remove one gallon of fresh brew
     11. Pour into urn
     12. Check holding temperature to make sure it is correct
         - a. 190°F outside jacket
         - b. 185°F brew
     13. Dump grounds

## JOB SHEET #35

B. Vacuum coffee pot

1. Fill pot with water to the proper measure
2. Place on heat
3. Moisten filter cloth
4. Place filter into top
5. Fill top with premeasured amount of coffee
6. Place top part on bottom pot when water begins to boil
7. Allow steam to push water into the upper bowl
8. Stir
9. Remove pot from heat and allow vacuum to pull the fresh brew down into the bottom pot
10. Remove top
11. Wash thoroughly
12. Place filter cloth to soak in cold water

C. Automatic drip coffee pot

1. Place filter in basket
2. Add premeasured coffee to filter basket
3. Place filter basket in place
4. Push "ON" button
5. Remove grounds upon completion of brewing
6. Check holding temperature to make sure it is correct (180°F)
7. Clean filtering unit
    a. Dump filter and coffee grounds in designated area
    b. Rinse unit with hot water
    c. Let air dry

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #36--CLEAN COFFEE EQUIPMENT

I. Equipment, tools, and materials

- A. Coffee urn
- B. Long handled gong brush
- C. Gauge brush
- D. Clean cloth
- E. Detergent solution
- F. Urn cleaner

II. Procedure

- A. Clean after each use
  1. Lift cover
  2. Remove filter
  3. Empty grounds
  4. Drain urn
  5. Close drain
  6. Rinse drain and urn
  7. Close drain
  8. Remake coffee as needed
- B. Clean daily
  1. Close drain
  2. Fill partially with hot water
  3. Scrub urn
  4. Drain urn
  5. Flush urn with hot water
  6. Clean glass gauge with gauge brush
     - a. Remove nut at top of tube
     - b. Insert brush

## JOB SHEET #36

   c. Plunge up and down with urn cleaner
   d. Rinse

7. Clean faucet (for automatics)
8. Fill urn partially with water
9. Leave until next service
10. Wipe outside of urn
11. Scrub drain
12. Scrub urn stand
13. Wipe dry
14. Leave urn open

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #37--OPERATE RANGE

I. Equipment

   A. Range

   B. Stock pot

   C. Skillet

   D. Recipe

   E. Food to be cooked

II. Procedure

   A. Use range top (hot top)

   (NOTE: The uses for a hot top are varied; simmering, stewing, holding, and warming are the most common uses.)

      1. Preheat to desired temperature

      2. Place stock pot on hot top

      3. Cook food as directed on recipe

   B. Use burner grids

   (NOTE: Frying, sauteing, and braising are the most common cooking methods on burners.)

      1. Place skillet on burner grid

      2. Regulate burner to desired temperature according to recipe

      3. Cook food according to recipe

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #38--CLEAN RANGE

I. Equipment, tools, and materials

- A. Range
- B. Gong brush
- C. Wire brush
- D. Clean cloths
- E. Scraper
- F. Detergent solution
- G. Stainless steel polish

II. Procedure

(NOTE: Ranges should be cleaned daily.)

- A. Clean hot top
    1. Allow range to cool
    2. Loosen all burned particles with scraper
    3. Scrub top of range with detergent solution

       (NOTE: Use only a very small amount of water on the hot top.)
    4. Clean back of hot top
    5. Rinse
    6. Wipe dry
- B. Clean outside of range
    1. Scrub front
    2. Scrub sides
    3. Scrub back
    4. Rinse
    5. Wipe dry
    6. Polish all trim with stainless steel polish

## JOB SHEET #38

C. Clean burner grids

  1. Remove burner grids from top of range
  2. Take grids to pot and pan sink
  3. Scrub in detergent solution
  4. Rinse
  5. Wipe dry
  6. Replace on top of range

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #39--OPERATE BROILER

I. Equipment, tools, and materials

  A. Broiler

  B. Brush

  C. Spatula or tongs

  D. Pot holders

  E. Cooking oil

  F. Food to be broiled

II. Procedure

  A. Preheat approximately 15 minutes before using

  B. Adjust temperature control to desired temperature

  C. Coat grid with cooking oil to prevent sticking if necessary

  D. Place food on grid

  (NOTE: Excess marinade or juices should be allowed to drain before placing food on grid.)

  E. Locate grid at proper position for broiling according to the degree of doneness desired

  (NOTE: This is a skill that comes with experience; distances given are approximate.)

    1. Rare--One to two inches from heat

    2. Medium--Three to four inches from heat

    3. Well-done--Four inches from heat

    (NOTE: If meat is to be cooked well done, it should be cooked slower and longer.)

  F. Broil meat on one side for half of the cooking time

  (NOTE: Meat should be browned.)

  G. Season meat on cooked side

  H. Turn meat and brown on other side

  I. Empty grease into proper container

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #40--CLEAN BROILER

I. Equipment, tools, and materials

   A. Broiler

   B. Long handled scraper

   C. Waste fat container

   D. Gong brush

   E. Clean cloths

   F. Detergent solution

II. Procedure

   A. Turn off broiler

   B. Allow broiler to cool

   C. Remove grid

      1. Pull lift lever to the left

      2. Move grid to the lowest position

      3. Lift grid up and out

   D. Take grid to pot and pan sink

   E. Soak grid in detergent solution

   F. Scrape burned particles from side of broiler

   G. Remove grease tray

   H. Empty grease into proper container

   I. Take grease tray to pot and pan sink

   J. Scrub broiler grid and grease tray

   K. Rinse grid and grease tray

   L. Allow to air dry

   M. Wash inside of broiler

## JOB SHEET #40

N. Wash outside and top of broiler

O. Rinse inside, outside, and top of broiler

P. Wipe dry

Q. Replace grease tray

R. Replace grid

S. Lock into position

T. Test grid to see if it will roll out and lock

U. Push grid back into broiler unit

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #41--OPERATE GRILL

I. Equipment, tools, and materials

   A. Grill

   B. Long handled spatula or tongs

   C. Seasoning oil

   D. Food to be grilled

II. Procedure

   A. Turn on and preheat grill

   B. Coat with thin film of oil or shortening to season

   C. Allow oil to remain on grill for two minutes

   D. Wipe surplus oil from grill

   E. Regulate temperature to desired temperature

   F. Place food item on grill surface according to recipe

      (NOTE: Even rows with working space between food items will allow for better cooking process.)

   G. Cook according to recipe directions

      (NOTE: Use long handled spatula or tongs for turning foods. Be careful of splattering grease when turning foods. Scrape drippings to grease trap between each load.)

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #42--CLEAN GRILL

I. Equipment, tools, and materials

- A. Grill
- B. Grill brick or screen
- C. Flexible spatula
- D. Clean cloths
- E. Seasoning oil for grill

II. Procedure

- A. Turn off grill
- B. Let grill cool
- C. Remove soil
- D. Remove grease trap
- E. Empty in grease waste receptacle
- F. Replace grease trap
- G. Scrape loosened particles into grease trap
- H. Turn grill to low
- I. Rub grill with pumice stone, grill brick, or grill screen
- J. Rub with the grain of the metal
- K. Scrape loosened particles into grease trap

  (NOTE: Be sure to remove all dust particles left by grill brick.)
- L. Clean grill with a damp cloth

  (NOTE: Do not forget to clean the sides and back of grill.)
- M. Remove grease trap
- N. Empty loosened particles into trash can
- O. Take to pot and pan sink

## JOB SHEET #42

P. Wash

Q. Rinse

R. Let air dry

S. Replace grease tray

T. Season grill

   1. Place a small amount of seasoning on cloth
   2. Rub grill with cloth
   3. Rub with the grain of the grill

# USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #43--USE PLATFORM SCALE

I. Equipment and materials

   A. Platform scale

   B. Food to be weighed

II. Procedure

   A. Turn lock to open

   B. Place food to be weighed on the platform

   (NOTE: Any food resting on floor and platform will cause inaccuracy.)

   C. Weigh food and add weights to counterbalance hook if needed

   D. Remove food from scales

   E. Lock scales immediately

   (NOTE: Platform scales should never be left unlocked.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

## JOB SHEET #44--CLEAN WORK TABLE

I. Equipment, tools, and materials

  A. Work table

  B. Scraper

  C. Gong brush

  D. Dry cloth

  E. Detergent solution

  F. Sanitizing solution

II. Procedure

  A. Clean throughout the day and at end of day

    1. Scrape top

    2. Remove all scrapings into waste container

    3. Scrub top and sides

    4. Rinse

    5. Sanitize top

    6. Let air dry

    7. Wipe sides of table

    8. Wipe shelf

  B. Clean weekly

    1. Use same procedure as above

    2. Remove all utensils from drawers

    3. Remove drawers from table

    4. Take drawers to pot and pan sink

    5. Scrub drawers inside and out

    6. Rinse

## JOB SHEET #44

7. Dry
8. Wipe drawer frames
9. Rinse and wipe dry
10. Return drawers to table
11. Put clean utensils back into drawers

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #45--CLEAN CAN OPENER

I. Equipment, tools, and materials

   A. Can opener

   B. Brush

   C. Clean cloths

   D. Detergent solution

II. Procedure

   **(CAUTION: This piece of equipment is one of the most frequent causes of food contamination and special care should be given when cleaning.)**

   A. Remove can opener from base plate

   B. Take to pot and pan sink

   C. Scrub blade and parts

      **(CAUTION: Pay close attention to area behind blades.)**

   D. Rinse

   E. Allow to air dry on clean surface

   F. Inspect for cleanliness

   G. Scrub base plate attached to table

   H. Rinse base plate

   I. Replace can opener in base plate

      (NOTE: Blade and parts may be removed from electric can openers for cleaning.)

## USE AND CARE OF EQUIPMENT
## UNIT IV

### JOB SHEET #46--OPERATE BLENDER/FOOD PROCESSOR

I. Equipment--Blender or food processor

II. Procedure

(NOTE: The following steps should be followed when operating either a blender or food processor.)

A. Follow manufacturer's instructions for assembling food container and agitator

B. Place food container on base

C. Place substances to be blended in food container

(NOTE: Consult manufacturer's instructions for food items which can/cannot be blended in food container.)

D. Place lid on food container

E. Secure lid

F. Connect cord

G. Turn on switch

H. Select desired speed

(NOTE: Speed may be changed without stopping machine.)

I. Turn off switch when ingredients are of desired consistency

J. Remove food container from base and empty contents using a rubber scraper

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #47--CLEAN BLENDER/FOOD PROCESSOR

I. Equipment, tools, and materials

  A. Blender or food processor

  B. Clean cloths

  C. Detergent solution

II. Procedure

  A. Unplug machine

  B. Remove food container from base

  C. Disassemble food container and agitator following manufacturer's directions

  D. Wash food container, agitator, and lid

  E. Rinse thoroughly

  F. Allow to air dry

  G. Wipe blender base with damp cloth

  **(CAUTION: Do not submerge blender base in water.)**

  H. Polish with dry cloth

# USE AND CARE OF EQUIPMENT
# UNIT IV

## JOB SHEET #48--CLEAN MILK DISPENSER

I. Equipment, tools, and materials

- A. Milk dispenser
- B. Clean container
- C. Clean cloths
- D. Detergent solution
- E. Sanitizing solution
- F. Stainless steel polish

II. Procedure

- A. Disconnect power supply
- B. Place clean container under dispensing tube
- C. Open valve
- D. Tip milk carton forward
- E. Drain remainder of milk

  (NOTE: Refrigerate to prevent spoilage.)
- F. Remove tube from valve
- G. Clean valves
  1. Wash with soapy water
  2. Rinse
  3. Sanitize
  4. Allow to air dry
- H. Remove milk carton from dispenser
- I. Sanitize handle
- J. Leave cabinet door open
- K. Clean interior
  1. Wash interior with soapy water
  2. Rinse

## JOB SHEET #48

   3. Wipe dry
   4. Close door

L. Clean exterior

   1. Wash exterior with soapy water
   2. Rinse
   3. Wipe dry
   4. Polish

M. Reconnect power supply

N. Wait one hour

O. Install new milk

**(CAUTION: Never allow milk to stand in tubes.)**

# COUNTER SERVICE
## UNIT XII

## UNIT OBJECTIVE

After completion of this unit, the student should be able to fold and stack napkins, wrap and stack flatware, and prepare and evaluate coffee and iced tea. The student should also be able to prepare a soft drink and milk shake. This knowledge will be evidenced by correctly performing the procedures outlined in the job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to counter service with their correct definitions.
2. Complete a list of statements concerning ways to deal with guests.
3. Select true statements concerning opening duties of a counter worker.
4. Complete a list of statements concerning tips for good counter service.
5. List three general rules concerning portioning food.
6. Complete a list of procedures for portioning french fries and onion rings.
7. Select true statements concerning methods of portioning desserts.
8. Select true statements concerning rules for packaging carryout orders.
9. Complete a list of statements concerning ways to maintain sanitary conditions.
10. Select true statements concerning closing responsibilities of a counter service worker.
11. Demonstrate the ability to:
    a. Fold and stack napkins.
    b. Wrap and stack flatware.
    c. Prepare and evaluate coffee.
    d. Prepare and evaluate iced tea.
    e. Prepare a soft drink.
    f. Prepare a milk shake.

# COUNTER SERVICE
## UNIT XII

## INFORMATION SHEET

I. Terms and definitions

A. Canister--Container for flatware at the beginning of the serving line

B. Child's plate--A plate of food with a smaller serving which is priced for a child

C. Coffee urn--The machine in which the coffee is brewed

D. $CO_2$ tank--Cylinder containing carbon dioxide which forces syrup from the syrup tank and then combines with the syrup to add "fizz" to the drink

E. Courtesy--Consideration, respect, cooperation, and generosity toward others

F. Display--To present food at its best

G. Drink dispenser--A machine which will provide a person various types of drinks

H. Eye appeal--The pleasing and tasteful appearance of food

I. Garnish--To add edible decoration to a food

J. Heat lamp--A lamp (infrared light) used to keep food warm

K. Line speed--The rate the customers are served and move by each station in cafeteria-style fast food places

L. Malt machine--A machine used to make milk shakes or malts

M. Menu board--A board or sign which lists the types and prices of foods

N. Portion--The amount of food served to the customer

O. Sanitation--The creation and maintenance of conditions favorable to good health

P. Setup--The arrangement of the serving line

Q. Station--The area where all of one type of food is displayed

R. Steep--To soak in a liquid at a temperature under the boiling point

S. Take-out food--Food prepared and sold for the purpose of eating at another location

## INFORMATION SHEET

II. Ways to deal with guests

A. Greet each guest with a smile and a pleasant comment

Example: "Good morning"

(NOTE: Remember that you have only a few seconds to make a good impression on the guest.)

B. Know the menu for the day and be ready to offer suggestions to the guest

C. Ask the guest how the food should be cooked and served

Example: "What dressing would you like on your salad?" or "Would you like your eggs sunny side up?"

D. Answer any questions the guest may ask about the menu or meal

Example: "Is that meat well-done?"

E. Be confident when talking to the guest

F. Be tactful in handling guest complaints

(NOTE: Report any problem you cannot handle to the supervisor.)

G. Be available to the guest at all times

(NOTE: Guests appreciate courtesy and good service.)

H. Assist handicapped guests and guests with small children or lots of packages, as needed

I. Always use your best manners

(NOTE: Make "Thank you," "Please," and "May I help you?" a natural part of your vocabulary.)

III. Opening duties of a counter worker

A. Make sure the counter is neat and orderly

B. Place clean silverware in the canisters or trays

(NOTE: Handle silverware by the handle only.)

C. Roll silverware in napkins, if required

D. Fill napkin holders, sugar containers, and salt and pepper shakers

E. Clean all glass shelves and metal surfaces

## INFORMATION SHEET

F. Turn holding station on and set regulators to maintain food at correct temperature

G. Fill the cold table with crushed ice

H. Keep dishes in rows at all serving areas

(NOTE: Plates should be kept chilled at salad station.)

I. Prepare menu boards with listings of foods available and their prices

J. Prepare coffee and other beverages served at the counter

IV. Tips for good counter service

A. Greet the guest with enthusiasm and a smile

B. Take the guest's order and when completed, read it back to the guest to prevent an error

C. If a drink or side order was not ordered, offer suggestions to the guest

D. Place the order with the kitchen either verbally in a manner in which it can be clearly understood or on a written order in a neat and legible manner

E. Make the drinks, put lids on them, and place on tray

(NOTE: Use a disposable tray for carryout.)

F. Package the order carefully, double checking it for accuracy before giving it to the guest

(NOTE: Make sure take-out orders are complete with napkins, flatware, and salt and pepper.)

G. Take guest's payment and then count change back carefully

H. Thank guest for the order

V. General rules concerning portioning food

(NOTE: Proper portioning allows the management to estimate the amounts of food needed for meals.)

A. Check the portioning sheet at your station to see that the correct weight or measure is used

## INFORMATION SHEET

B. Keep serving the same size

C. Provide larger portions of certain items only when requested by the guest

Example: Many people request more salad dressing

(NOTE: Check with your employer for specific rules concerning larger portions and substitutions.)

VI. Procedures for portioning french fries and onion rings

(NOTE: French fries are used as an example in the procedures below. However, onion rings are packaged in the same manner.)

A. Place bag on fry scoop

B. In a forward motion, scoop up the french fries

C. Gently shake them to stand fries up inside the bag

D. Slip the scoop out

E. Place packaged fries in the rack to await serving

VII. Methods of portioning desserts

A. Use a scoop for portioning soft desserts such as ice cream

1. Dip ice cream scoop in warm water
2. Shake the scoop to remove water
3. Start dipping from the side of large containers

B. Use a spatula to cut and portion cakes and pies

1. Remove each piece from the pan or serving plate with a spatula
2. Use a knife to hold the piece gently while moving it to a dessert plate
3. Center the portion on the plate

C. Use a scoop or ladle to portion canned fruit

## INFORMATION SHEET

D. Use one spoon to dip the whipped cream from the container and one to push the cream from the spoon when adding cream to the top of desserts

(NOTE: As each dessert is prepared, place it on a clean tray or cart and refrigerate until needed for serving. Some desserts may be wrapped with plastic for guest selection at a dessert counter.)

VIII. General rules for packaging carryout orders

A. Select proper container size and kind to retain heat and neat appearance of food item

B. Open a bag by placing hand inside the bag and straightening the bag bottom

C. Arrange more than two objects in a bag by placing two on the bottom to secure balance

D. Place boxed items first such as sandwiches, and fragile items last such as french fries

(NOTE: This will keep foods from shifting and getting mashed.)

E. Bag all cold items together and all hot items together

IX. Ways to maintain sanitary conditions

A. Keep counter surfaces clean

B. Place your fingers under the plate, not inside the plate

C. Handle glasses by the base, not the rim

D. Handle silverware by the handle only

E. Use tongs to handle food, not your hands

F. Do not serve food if you have an infection

G. Wash your hands often

(NOTE: Always wash your hands after using the restroom.)

H. Use a tissue when you sneeze or cough, and then wash your hands

I. Keep your hair combed, clean, neat, and restrained

J. Do not eat or smoke in the food serving area

## INFORMATION SHEET

X. Closing responsibilities of a counter service worker

- A. Remove all foods from the counter at the end of the day, cover, and refrigerate

  (NOTE: Foods should be covered between serving periods during the day.)

- B. Pour out unsold drinks in glasses or cups
- C. Place bread in storage

  (NOTE: Remove molded bread from storage areas.)

- D. Drain and clean the food warmer
- E. Clean other equipment that is located in the counter area
- F. Clean and polish glass shelves and racks
- G. Clean the tray rails on top and bottom
- H. Clean all corners and cracks where food builds up on the counter equipment
- I. Clean all containers which hold food on the counter

# COUNTER SERVICE
# UNIT XII

## JOB SHEET #1--FOLD AND STACK NAPKINS

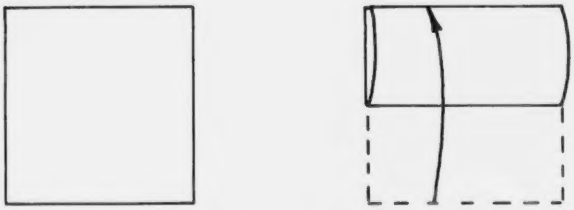
I. Materials--Standard 18-inch cloth napkins (6)

II. Procedure

(NOTE: Most paper napkins come prefolded, so this procedure will mainly be used for cloth napkins.)

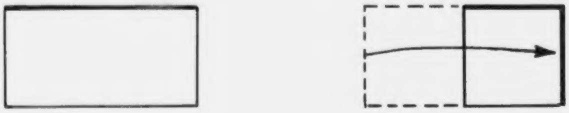
A. Fold the napkin in half and align the edges (Figure 1)

FIGURE 1



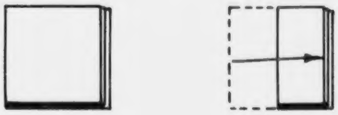
B. Fold the napkin in half again and align edges (Figure 2)

FIGURE 2



C. Fold the napkin in half a third time (Figure 3)

FIGURE 3

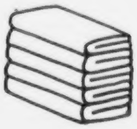


D. Repeat steps A through C until six napkins have been folded

## JOB SHEET #1

E. Stack the napkins and place them in the proper storage area (Figure 4)

FIGURE 4



# COUNTER SERVICE
# UNIT XII

## JOB SHEET #2--WRAP AND STACK FLATWARE

I. Materials

A. Standard 18-inch cloth napkins or equivalent paper napkins (6)

B. Flatware

(NOTE: Check with your instructor to find out what flatware is required by a fast food service operation.)

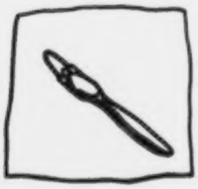
C. Tray

II. Procedure

(NOTE: Flatware may be wrapped in either cloth or paper napkins and is determined by the type of food service operation.)

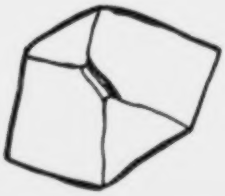
A. Place the appropriate flatware from corner to corner on a napkin (Figure 1)

FIGURE 1



B. Fold the top corners over the flatware (Figure 2)

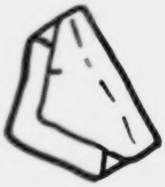
FIGURE 2



## JOB SHEET #2

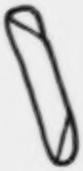
C. Fold the napkin in half, covering the flatware (Figure 3)

FIGURE 3



D. Roll the flatware in the napkin (Figure 4)

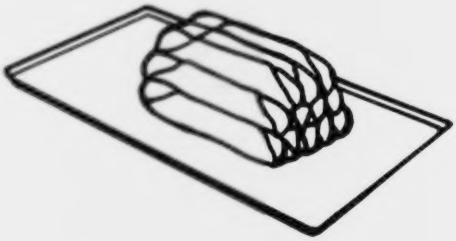
FIGURE 4



E. Repeat steps A through D until you have six sets of rolled flatware

F. Stack the rolled flatware onto the tray (Figure 5)

FIGURE 5



G. Place tray on tray table or rack

# COUNTER SERVICE
# UNIT XII

## JOB SHEET #3--PREPARE AND EVALUATE COFFEE

I. Equipment--Automatic drip coffee pot

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Coffee

YIELD: 12 cups PORTION: 6 oz.

UTENSILS: Coffee filter

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Coffee | 1 premeasured packet | 1. Place filter in basket.<br>2. Add premeasured coffee to filter basket.<br>3. Spread coffee evenly.<br>4. Place filter basket in place.<br>5. Add water to unit.<br>6. Push "ON" button.<br>7. Remove filter and grounds upon completion of brewing and dump in designated area.<br>8. Check holding temperature to make sure it is correct (180°).<br>(NOTE: Do not hold coffee for more than one hour as loss of flavor is considerable.)<br>9. Rinse basket with hot water; let air dry. |
| Water, fresh | 12 cups | |
| | | |

NOTES: The operating procedure will vary according to equipment.

## JOB SHEET #3

III. Evaluation

A. Evaluate coffee using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Medium brown color with no visible particles or oiliness | | | | |
| Freshness | No cloudiness<br>Not stale | | | | |
| Flavor | Mellow<br>Fresh<br>Not bitter | | | | |
| Aroma | Pleasing | | | | |
| Temperature | Hot when served | | | | |

Scoring

Total Points ______________

20-25 points. . . . . .Servable; good technique
15-20 points. . . . . .Check technique; serve with improvement in mind
10-15 points. . . . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   - a. Measuring
   - b. Temperature of cookery
   - c. Mixing
   - d. Preparation

## COUNTER SERVICE
## UNIT XII

### JOB SHEET #4--PREPARE AND EVALUATE ICED TEA

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Iced Tea

YIELD: 3 gallons PORTION: 8-9 ounce serving

UTENSILS: Stainless steel container, measuring utensil

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Tea bags | 6, 1-oz. bags | 1. Place tea bags in stainless steel container.<br>2. Add boiling water.<br>3. Steep bags for 4-6 minutes.<br>4. Remove bags.<br>5. Pour hot tea into cold water.<br>6. Fill 12-oz. glasses with ice.<br>7. Pour tea over ice just before serving. |
| Water, boiling | 1 gal. | |
| Water, cold | 2 gal. | |
| Ice, chipped or cubed | 10-15 lb. | |
| | | |

(NOTE: Always pour the hot tea concentrate into the cold water. Do not refrigerate or ice the tea prior to service. Cloudiness develops in tea that has been refrigerated.)

## JOB SHEET #4

III. Evaluation

A. Evaluate coffee using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Color-light brown, golden<br>No particles | | | | |
| Freshness | No cloudiness | | | | |
| Flavor | Brisk<br>Somewhat tart<br>Not bitter | | | | |
| Aroma | Pleasing | | | | |
| Temperature | Cold | | | | |

Scoring

Total Points ______________

20-25 points. . . . . .Servable; good technique
15-20 points. . . . . .Check technique; serve with improvement in mind
10-15 points. . . . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   D. Preparation

# COUNTER SERVICE
# UNIT XII

## JOB SHEET #5--PREPARE A SOFT DRINK

I. Equipment and materials

  A. Cups, different sizes

  B. Straws

  C. Lids

  D. $CO_2$ tank, carbonated water

  E. Soft drink dispenser

  F. Syrup

  G. Crushed ice

II. Procedure

(NOTE: Drinks should not be made ahead of time because they will become watery and lose carbonation.)

  A. Check the counter to make sure all cups, lids, straws, and drink ingredients are ready for use

  (NOTE: Keep the counter stocked with cups, ice, and other materials as they are used.)

  B. Check the $CO_2$ tank to insure that lines are clean and securely fastened to the soft drink dispenser

  (NOTE: Make sure the valve on the $CO_2$ tank is closed when connecting or disconnecting the line.)

  C. Connect the $CO_2$ line to the valve marked "IN" on the syrup can if this has not been done

  (NOTE: Change the $CO_2$ and syrup tanks as soon as they become empty.)

  D. Select the proper-sized cup that the guest requests

  (NOTE: Be familiar with the sizes and prices of all drinks.)

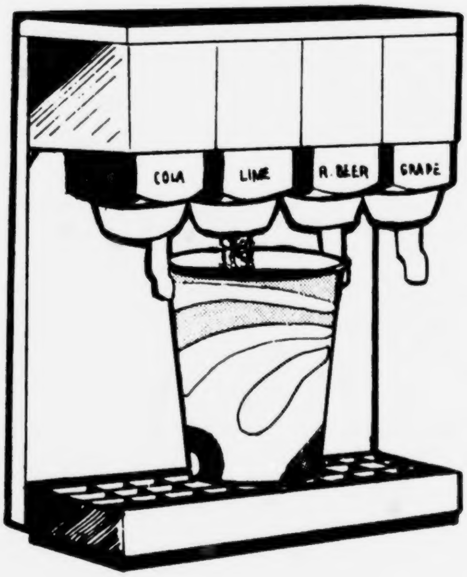
  E. Fill the cup about 3/4 full with crushed ice

## JOB SHEET #5

F. Hold the cup under the spout of the selected drink and press the release lever (Figure 1)

(NOTE: Be careful not to overfill the cup.)

FIGURE 1



G. Place a lid on the cup

(NOTE: Do not pick up the cups by the lids as the drinking surface of a cup should not be touched and the lid may come off.)

# COUNTER SERVICE
# UNIT XII

## JOB SHEET #6--PREPARE A MILK SHAKE

I. Equipment and materials

   A. Malt machine

   B. Metal extenders

   C. Cup

   D. Lid

   E. Straw

   F. Milk

   G. Ice cream

   H. Syrup

II. Procedure

   (NOTE: Malts are made in the same way, except malt powder is added before blending.)

   A. Check the counter to make sure all cups, lids, straws, and ingredients are ready for use

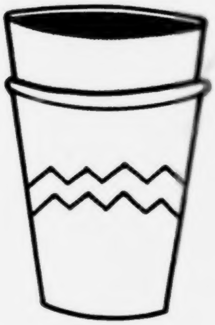
   B. Select the proper-sized cup for the size of milk shake that the customer requests

      (NOTE: Be familiar with the sizes, flavors, and prices of milk shakes.)

   C. Place the metal extender on the cup (Figure 1)

      (NOTE: Use the tall extender on the 12 oz. cup and the short extender on the 16 oz. cup.)

FIGURE 1



JOB SHEET #6

D. Add milk to the line on the cup

E. Add ice cream

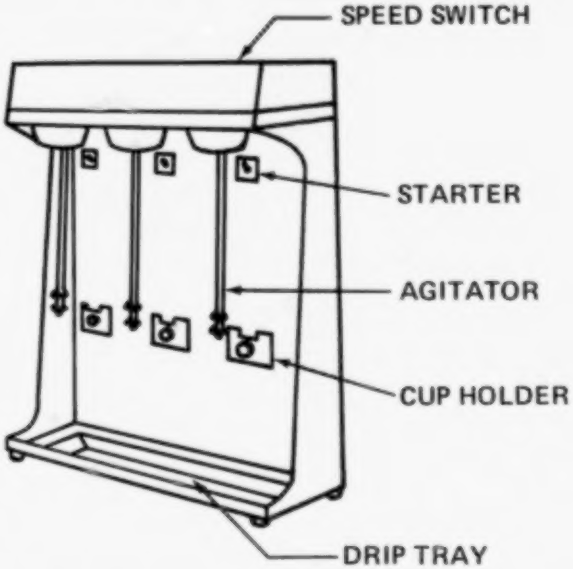
(NOTE: Soft serve may be substituted for ice cream.)

F. Add syrup on top of ice cream

G. Place the cup on the malt machine and run the agitator down the inside edge of the cup to the bottom without activating the switch (Figure 2)

**(CAUTION: Be careful not to activate switch before the agitator is in the center of cup. If the agitator hits the side of the cup, it may cause operator to lose control and spill ingredients or injure self.)**

FIGURE 2



H. Push the cup back against the machine so the agitator is in the center of the cup

I. Place the rim of the cup extender under the cup on the holder

J. Push the cup up to start the machine and set the bottom of the cup on the holder

K. Blend until the contents are smooth

(NOTE: Do not overblend.)

L. Remove the cup from the machine by lifting up, slightly out, and then straight down

M. Remove the extender

N. Wipe any spillage from the outside of the cup with a damp cloth and serve

# CASHIERING
## UNIT XIII

## UNIT OBJECTIVE

After completion of this unit, the student should be able to complete statements concerning duties and responsibilities of a cashier and select true statements concerning general rules for cashing checks. The student should also be able to count change, balance a cash box or cash register, and process a credit card sale. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to cashiering with their correct definitions.
2. Select true statements concerning proper work attitudes.
3. Complete a list of statements concerning proper appearance for a cashier.
4. Circle the words which best complete statements concerning duties and responsibilities of a cashier.
5. Select true statements concerning ways to handle guest complaints.
6. Complete a list of steps in using a tax table.
7. List commonly used credit cards.
8. Complete a list of statements concerning characteristics of a check.
9. Select true statements concerning general rules for cashing checks.
10. Match common denominations with their correct pictures.
11. Complete a list of ways to detect counterfeit bills.
12. Complete a list of statements concerning common practices of a shortchange artist.
13. Select true statements concerning ways to avoid the shortchange artist.
14. List two methods of money manipulation.
15. Complete a list of ways to prevent money manipulation.
16. Demonstrate the ability to:
    a. Count change.
    b. Balance a cash box or cash register.
    c. Take cash.
    d. Process a credit card sale.

# CASHIERING
## UNIT XIII

## INFORMATION SHEET

I. Terms and definitions

   A. Balance--To total cash on hand and amounts on sales receipts at the end of the day and have both totals reflect the same amount

   B. Change bank--Amount of money put in the cash register at the start of the day or shift

   C. Change maker--Makes change automatically when the proper keys are pushed

   D. Compute--Figure a check or amount

   E. Counterfeit bill--Money made by an individual but not approved by the U.S. government

   F. Credit card--A card allowing a guest to charge or delay payment on purchases made

   G. Denomination--Value or size of a piece of money

   H. Manipulate--To handle by an artful or unfair method to deceive

   I. Personal check--Check given by the guest to pay for meal

   J. Sales tax--A certain percent of the total bill

   K. Serial numbers--Numbers on bills which identify them

   L. Shortchange artist--A person who is an expert in cheating the cashier by confusion and distraction

   M. Tactful--Being thoughtful and courteous of others' feelings in handling various situations

   N. Transaction--A business deal in which satisfactory exchanges are made

   O. Traveler's check--A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services

II. Ways to display proper work attitudes

   (NOTE: The cashier is the last person the guest sees before leaving the restaurant. Make sure it is a good lasting impression.)

   A. Be courteous and considerate

   B. Show honesty in dealing with the guest and employers

   C. Be tactful and thoughtful when speaking to guests

## INFORMATION SHEET

- D. Be pleasant at all times, even when the guest is unpleasant
- E. Learn to mix speed and accuracy on the job
- F. Thank the guest and ask if the meal was all right
- G. Show pride in your work

III. Proper appearance for a cashier

(NOTE: How you look is as important as how you act in leaving a good impression with the guest.)

- A. Be clean and neat
- B. Keep fingernails well-manicured
- C. Avoid flashy clothing, jewelry, or nail polish
- D. Wear a friendly smile

  (NOTE: This will help make the guest feel relaxed.)
- E. Be alert at all times

  (NOTE: The cashier can usually be seen by the guests at all times.)
- F. Use good posture instead of looking tired and droopy

IV. Duties and responsibilities of a cashier

- A. Sets up cash register or cash box (Transparency 1)
- B. Receives cash from guest or employees in payment for goods or services and records amount received
- C. Checks the waiters'/waitresses' tickets for errors
- D. Computes bill or itemized guest check showing amount due, using adding machine or cash register
- E. Makes change, cashes checks, and issues receipts or tickets to guest
- F. Obtains proper verification of checks and credit cards according to the house policy
- G. Records amounts received and prepares reports of transactions
- H. Reads and records totals shown on cash register tape and verifies against cash on hand

# INFORMATION SHEET

  I. Sorts cash and charge tickets, and then files them

  J. May be required to know prices and features of menu

     (NOTE: Combination of meal choices may reflect differences in prices.)

  K. May sell candy, cigarettes, gum, gift certificates, and a range of various promotional items

V. Ways to handle guest complaints

  A. Listen to the guest

  B. Apologize for any inconvenience

  C. Do not argue

  D. Thank the guest for bringing the matter to your attention

  E. Call the manager when you think you cannot handle the situation

## INFORMATION SHEET

VI. Steps in using a tax table

A. Total the guest's bill

B. Find this amount on the tax table

(NOTE: The amount of tax to charge is in the right column next to the total amount. The tax table below is based on 4% sales tax.)

| Amount of Sale | Tax | Amount of Sale | Tax | Amount of Sale | Tax |
|---|---|---|---|---|---|
| .01 - .12 | .00 | 14.88 - 15.12 | .60 | 29.88 - 30.12 | 1.20 |
| .13 - .37 | .01 | 15.13 - 15.37 | .61 | 30.13 - 30.37 | 1.21 |
| .38 - .62 | .02 | 15.38 - 15.62 | .62 | 30.38 - 30.62 | 1.22 |
| .63 - .87 | .03 | 15.63 - 15.87 | .63 | 30.63 - 30.87 | 1.23 |
| .88 - 1.12 | .04 | 15.88 - 16.12 | .64 | 30.88 - 31.12 | 1.24 |
| 1.13 - 1.37 | .05 | 16.13 - 16.37 | .65 | 31.13 - 31.37 | 1.25 |
| 1.38 - 1.62 | .06 | 16.38 - 16.62 | .66 | 31.38 - 31.62 | 1.26 |
| 1.63 - 1.87 | .07 | 16.63 - 16.87 | .67 | 31.63 - 31.87 | 1.27 |
| 1.88 - 2.12 | .08 | 16.88 - 17.12 | .68 | 31.88 - 32.12 | 1.28 |
| 2.13 - 2.37 | .09 | 17.13 - 17.37 | .69 | 32.13 - 32.37 | 1.29 |
| 2.38 - 2.62 | .10 | 17.38 - 17.62 | .70 | 32.38 - 32.62 | 1.30 |
| 2.63 - 2.87 | .11 | 17.63 - 17.87 | .71 | 32.63 - 32.87 | 1.31 |
| 2.88 - 3.12 | .12 | 17.88 - 18.12 | .72 | 32.88 - 33.12 | 1.32 |
| 3.13 - 3.37 | .13 | 18.13 - 18.37 | .73 | 33.13 - 33.37 | 1.33 |
| 3.38 - 3.62 | .14 | 18.38 - 18.62 | .74 | 33.38 - 33.62 | 1.34 |
| 3.63 - 3.87 | .15 | 18.63 - 18.87 | .75 | 33.63 - 33.87 | 1.35 |
| 3.88 - 4.12 | .16 | 18.88 - 19.12 | .76 | 33.88 - 34.12 | 1.36 |
| 4.13 - 4.37 | .17 | 19.13 - 19.37 | .77 | 34.13 - 34.37 | 1.37 |
| 4.38 - 4.62 | .18 | 19.38 - 19.62 | .78 | 34.38 - 34.62 | 1.38 |
| 4.63 - 4.87 | .19 | 19.63 - 19.87 | .79 | 34.63 - 34.87 | 1.39 |
| 4.88 - 5.12 | .20 | 19.88 - 20.12 | .80 | 34.88 - 35.12 | 1.40 |
| 5.13 - 5.37 | .21 | 20.13 - 20.37 | .81 | 35.13 - 35.37 | 1.41 |
| 5.38 - 5.62 | .22 | 20.38 - 20.62 | .82 | 35.38 - 35.62 | 1.42 |
| 5.63 - 5.87 | .23 | 20.63 - 20.87 | .83 | 35.63 - 35.87 | 1.43 |
| 5.88 - 6.12 | .24 | 20.88 - 21.12 | .84 | 35.88 - 36.12 | 1.44 |
| 6.13 - 6.37 | .25 | 21.13 - 21.37 | .85 | 36.13 - 36.37 | 1.45 |
| 6.38 - 6.62 | .26 | 21.38 - 21.62 | .86 | 36.38 - 36.62 | 1.46 |
| 6.63 - 6.87 | .27 | 21.63 - 21.87 | .87 | 36.63 - 36.87 | 1.47 |
| 6.88 - 7.12 | .28 | 21.88 - 22.12 | .88 | 36.88 - 37.12 | 1.48 |
| 7.13 - 7.37 | .29 | 22.13 - 22.37 | .89 | 37.13 - 37.37 | 1.49 |
| 7.38 - 7.62 | .30 | 22.38 - 22.62 | .90 | 37.38 - 37.62 | 1.50 |
| 7.63 - 7.87 | .31 | 22.63 - 22.87 | .91 | 37.63 - 37.87 | 1.51 |
| 7.88 - 8.12 | .32 | 22.88 - 23.12 | .92 | 37.88 - 38.12 | 1.52 |
| 8.13 - 8.37 | .33 | 23.13 - 23.37 | .93 | 38.13 - 38.37 | 1.53 |
| 8.38 - 8.62 | .34 | 23.38 - 23.62 | .94 | 38.38 - 38.62 | 1.54 |
| 8.63 - 8.87 | .35 | 23.63 - 23.87 | .95 | 38.63 - 38.87 | 1.55 |
| 8.88 - 9.12 | .36 | 23.88 - 24.12 | .96 | 38.88 - 39.12 | 1.56 |
| 9.13 - 9.37 | .37 | 24.13 - 24.37 | .97 | 39.13 - 39.37 | 1.57 |
| 9.38 - 9.62 | .38 | 24.38 - 24.62 | .98 | 39.38 - 39.62 | 1.58 |
| 9.63 - 9.87 | .39 | 24.63 - 24.87 | .99 | 39.63 - 39.87 | 1.59 |
| 9.88 - 10.12 | .40 | 24.88 - 25.12 | 1.00 | 39.88 - 40.12 | 1.60 |
| 10.13 - 10.37 | .41 | 25.13 - 25.37 | 1.01 | 40.13 - 40.37 | 1.61 |
| 10.38 - 10.62 | .42 | 25.38 - 25.62 | 1.02 | 40.38 - 40.62 | 1.62 |
| 10.63 - 10.87 | .43 | 25.63 - 25.87 | 1.03 | 40.63 - 40.87 | 1.63 |
| 10.88 - 11.12 | .44 | 25.88 - 26.12 | 1.04 | 40.88 - 41.12 | 1.64 |
| 11.13 - 11.37 | .45 | 26.13 - 26.37 | 1.05 | 41.13 - 41.37 | 1.65 |
| 11.38 - 11.62 | .46 | 26.38 - 26.62 | 1.06 | 41.38 - 41.62 | 1.66 |
| 11.63 - 11.87 | .47 | 26.63 - 26.87 | 1.07 | 41.63 - 41.87 | 1.67 |
| 11.88 - 12.12 | .48 | 26.88 - 27.12 | 1.08 | 41.88 - 42.12 | 1.68 |
| 12.13 - 12.37 | .49 | 27.13 - 27.37 | 1.09 | 42.13 - 42.37 | 1.69 |
| 12.38 - 12.62 | .50 | 27.38 - 27.62 | 1.10 | 42.38 - 42.62 | 1.70 |
| 12.63 - 12.87 | .51 | 27.63 - 27.87 | 1.11 | 42.63 - 42.87 | 1.71 |
| 12.88 - 13.12 | .52 | 27.88 - 28.12 | 1.12 | 42.88 - 43.12 | 1.72 |
| 13.13 - 13.37 | .53 | 28.13 - 28.37 | 1.13 | 43.13 - 43.37 | 1.73 |
| 13.38 - 13.62 | .54 | 28.38 - 28.62 | 1.14 | 43.38 - 43.62 | 1.74 |
| 13.63 - 13.87 | .55 | 28.63 - 28.87 | 1.15 | 43.63 - 43.87 | 1.75 |
| 13.88 - 14.12 | .56 | 28.88 - 29.12 | 1.16 | 43.88 - 44.12 | 1.76 |
| 14.13 - 14.37 | .57 | 29.13 - 29.37 | 1.17 | 44.13 - 44.37 | 1.77 |
| 14.38 - 14.62 | .58 | 29.38 - 29.62 | 1.18 | 44.38 - 44.62 | 1.78 |
| 14.63 - 14.87 | .59 | 29.63 - 29.87 | 1.19 | 44.63 - 44.87 | 1.79 |

C. Add amount on tax table to food total for total amount due

| Example: |  |  |  |
|---|---|---|---|
|  | Food total | - | $40.00 |
|  | Sales tax | - | $ 1.60 |
|  | Total amount due | - | $41.60 |

# INFORMATION SHEET

VII. Commonly used credit cards

(NOTE: Many restaurants do not honor all credit cards. Find out from the manager which ones are acceptable. Acceptable credit cards may be displayed on the door or at the cash register.)

A. VISA

B. American Express

C. Mastercard

D. Diner's Club

E. Carte Blanche

VIII. Characteristics of a check

A. Check should be written in ink

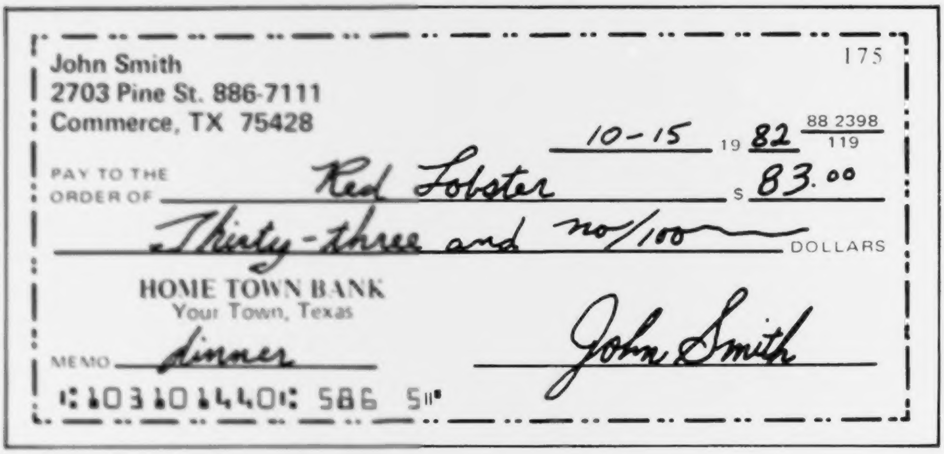
B. Check should be properly dated

C. Check should be properly signed

D. Address and phone number of guest should appear on check

E. Amount of check should be clearly written in numbers and words

Example:



John Smith
2703 Pine St. 886-7111
Commerce, TX 75428

175

10-15 19 82 $\frac{88\ 2398}{119}$

PAY TO THE ORDER OF Red Lobster $ 83.00

Thirty-three and no/100 DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO dinner

John Smith

⑆103101440⑆ 586 5⑈

## INFORMATION SHEET

IX. General rules for cashing checks

A. Be familiar with restaurant policy

1. Limits on the amount
2. Out-of-town
3. Two-party
4. Company payroll

B. Ask for proper identification courteously

(NOTE: Some restaurants require more than one form of identification.)

C. Do not accept check marked "**For deposit only**"

D. Do not accept a check without the account number on it or with an altered account number

E. Do not accept checks with the company name typed rather than printed on the front

F. Have the guest initial any corrections that are made on the check

(NOTE: For traveler's checks, have the guest sign the check in your presence. Compare the signature with the signature made at the time the check was purchased at the bank.)

X. Common denominations and their pictures

A. $1--Washington

B. $2--Jefferson

C. $5--Lincoln

D. $10--Hamilton

E. $20--Jackson

F. $50--Grant

G. $100--Franklin

XI. Ways to detect counterfeit bills

(NOTE: Some restaurants may hold the cashier responsible for accepting counterfeit money.)

A. Hairlines on portraits may blend into the background

B. Points around the colored seal may not be clear and sharp

C. Crisscross lines on the border are often not clear and distinct

## INFORMATION SHEET

D. Serial numbers may be out of line, poorly spaced, or printed too light or dark

E. The color of a bill may be too light or dark

F. Bills will often appear to be too clean, stiff, or thick

G. Compare any unusual bill to another bill of the same denomination

XII. Common practices of a shortchange artist

A. Cheats cashier by using confusion or distraction

B. Interrupts the cashier while making change and asks for change in a different denomination

C. Rushes the cashier and also may want to purchase something from the display counter

Example: The cashier may be given a bill for payment after the change has been returned. The guest may then change a combination of bills and coins to a lesser amount and then ask for his bill to be returned as the lesser change is handed back to the cashier. During the exchange the cashier is cheated.

XIII. Ways to avoid the shortchange artist

A. Ask a guest to wait and then finish the transaction to avoid being confused and distracted

B. Have the guest's money in your hand before giving any change even if the guest asks for change several times

C. Always call out loud the denomination of the bill the guest hands you

D. Record denomination of bill the guest hands you on guest check

E. Close the cash drawer and contact the manager if total confusion occurs

## INFORMATION SHEET

XIV. Methods of money manipulation

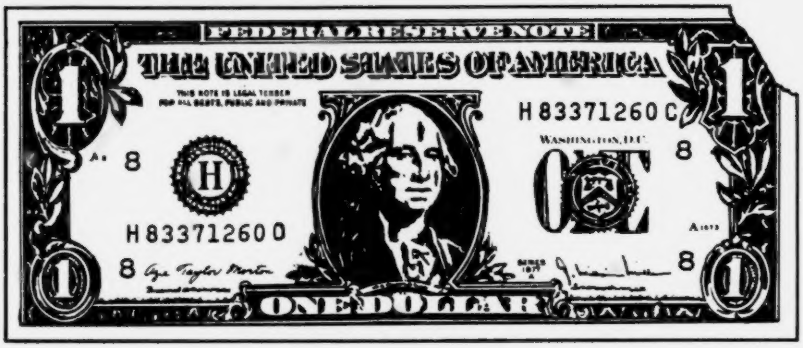
A. Split bill method--Separating two different bill denominations by a special process, then interchanging the sides of the two bills to create two large denomination bills

Example: A $1 bill and $10 bill are separated producing two bills, each having a ten side and a one side; The manipulator will pass the two changed bills which were worth $11 for $20 worth of food

(NOTE: Another method is to cut bills in half and attach the right half of a large bill to the left half of a small bill. The bills are then passed with a stack of the larger bills.)

## INFORMATION SHEET

B. Marked bill method--Placing the same identifying marks, such as torn corners or ink spots, on a small and large denomination bill, then changing bills for food items by using large bill first, and following later with another purchase using the smaller bill and arguing with the cashier that larger bill was given; individual is able to identify larger bill by mark and cashier is manipulated into giving incorrect change



Example: A person buys a hamburger that costs $1.50 with a $10 bill which is marked by a torn corner in the upper right hand side of the bill. The person receives the change and leaves. The partner then comes along and buys a soft drink and chips and pays with a dollar bill and then argues that it was a $10 bill given to the cashier. The manipulator proves it by identifying the torn corner on the bill. The cashier looks into the cash drawer, finds the bill that meets the description, and gives the second manipulator $9 more in change

XV. Ways to prevent money manipulation

A. Examine both sides of a bill

B. Look for unusual markings

C. Casually or humorously let the person know you found a marking on the bill

D. Do not place money in the cash drawer until the guest has indicated correct amount of change was received

E. Place any marked bill under the cash drawer tray

# Change Bank

| | | | | |
|---|---|---|---|---|
| Twenty<br>$ | Ten<br>$ | Five<br>$ | Two<br>$ | One<br>$ |
| .50 | .25 | .10 | .05 | .01 |

FPP - 47-B

## CASHIERING
## UNIT XIII

### ASSIGNMENT SHEET #1--COUNT CHANGE

Use the fewest number of coins and bills to record the correct amount of change for each sale listed below.

Example:

| Sales No. | Amount of Sale | Amount Received | Coins | | | | | Bills | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1¢ | 5¢ | 10¢ | 25¢ | 50¢ | $1 | $5 | $10 |
| A. | $1.98 | $5.00 | 2 | | | | | 3 | | |

| Sales No. | Amount of Sale | Amount Received | Coins | | | | | Bills | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1¢ | 5¢ | 10¢ | 25¢ | 50¢ | $1 | $5 | $10 |
| 1. | $9.15 | $20.15 | | | | | | | | |
| 2. | 24.95 | 50.00 | | | | | | | | |
| 3. | 12.40 | 15.00 | | | | | | | | |
| 4. | 32.41 | 40.00 | | | | | | | | |
| 5. | 15.25 | 20.25 | | | | | | | | |
| 6. | 27.80 | 30.00 | | | | | | | | |
| 7. | 8.12 | 10.00 | | | | | | | | |
| 8. | 13.00 | 20.00 | | | | | | | | |
| 9. | 18.21 | 20.00 | | | | | | | | |
| 10. | 14.67 | 20.00 | | | | | | | | |

# CASHIERING
# UNIT XIII

## ASSIGNMENT SHEET #2--BALANCE A CASH BOX OR CASH REGISTER

After reading the instructions and balance sheet below, complete the balance on the following page.

The cash box or register should have $130.00 in it and there should be $55.00 worth of totaled guest tickets. Count all the cash on hand and record the amount. Total all the tickets or read the sales tape on the cash register and subtract the amount of sales from the cash that was in the cash box or register before any sales were received. If the two amounts are the same, the cash box balances.

### SAMPLE BALANCE SHEET

Original change bank = $75.00

Total cash on hand after sales = 130.00

| Coins | | | | Bills | | | |
|---|---|---|---|---|---|---|---|
| Half dollars | = | $15.00 | | Ones | = | $28.00 | |
| Quarters | = | 19.00 | | Fives | = | 25.00 | |
| Dimes | = | 8.30 | | Tens | = | 10.00 | |
| Nickles | = | 3.00 | | Twenties | = | 20.00 | |
| Pennies | + | 1.70 | | | | | |
| | | $47.00 | + | | | $83.00 | =$130.00 |

| | |
|---|---|
| Total cash on hand | $130.00 |
| Change bank | -75.00 |
| Total (cash sales) | $55.00 |

Total of guest tickets = $55.00

Double check

| | | |
|---|---|---|
| Change bank | = | $75.00 |
| Total of guest tickets | = | +55.00 |
| | | $130.00 |

# ASSIGNMENT SHEET #2

(NOTE: Assume the box balances.)

## BALANCE SHEET

Original change bank = $75.00

Total cash on hand after sales = ______________________________(1)

| Coins | | | Bills | | |
|---|---|---|---|---|---|
| Half dollars | = | $12.50 | Ones | = | $21.00 |
| Quarters | = | 7.25 | Fives | = | 10.00 |
| Dimes | = | 3.60 | Tens | = | 20.00 |
| Nickles | = | 2.95 | Twenties | = | 60.00 |
| Pennies | = | .23 | | | |

$ ________(2) + $ ________(3) = $________(4)

Total cash on hand $ ________(5)

Change bank $ -75.00

Total (cash sales) $ ________(6)

Total of guest tickets $ ________(7)

Double check

Change bank $ $75.00

Total of guest tickets $ ________(8)

$ ________(9)

## ASSIGNMENT SHEET #2

(NOTE: This is an optional assignment. Check with your instructor to obtain figures needed to complete the balance sheet below. Assume the box balances.)

### BALANCE SHEET

Original change bank = ____________________

Total cash on hand after sales = ____________________(1)

| Coins | | Bills | |
|---|---|---|---|
| Half dollars | = ________ | Ones | = ________ |
| Quarters | = ________ | Fives | = ________ |
| Dimes | = ________ | Tens | = ________ |
| Nickles | = ________ | Twenties | = ________ |
| Pennies | = ________ | | |

$ ________(2) + $ ________(3) = $ ________(4)

Total cash on hand $ ________(5)

Change bank $ ________

Total (cash sales) $ ________(6)

Total of guest tickets = $ ________(7)

Double check

Change bank $ ________

Total of guest tickets = $ ________(8)

$ ________(9)

# CASHIERING
# UNIT XIII

## JOB SHEET #1--TAKE CASH

I. Materials

- A. Cash box or change bank
- B. Ten dollar bill or proper substitute
- C. Guest ticket

II. Procedure

- A. Take guest ticket and money
- B. Record denomination of bill guest hands you on guest check
- C. Glance over ticket for possible errors in price or addition
- D. Look at guest and state amount of ticket and money

  Example: "That will be five forty-six out of ten"
- E. Place ticket and money to one side of cash box or drawer
- F. Record sale on cash register
- G. Count out correct change from box or drawer

  (NOTE: A cashier should be able to rapidly compute the amount of change without aid of pencil or paper.)
- H. Count change back to guest out loud beginning with amount of ticket

  Example: "That will be five forty-six, five forty-seven, five forty-eight, five forty-nine, five fifty, six dollars, seven, eight, nine, and ten dollars. Thank you."
- I. Hand bills to guest face up
- J. Thank the guest
- K. Place the money the guest has given in the cash box or drawer
- L. Shut cash box or drawer
- M. File guest ticket

## CASHIERING
## UNIT XIII

## JOB SHEET #2--PROCESS A CREDIT CARD SALE

I. Materials

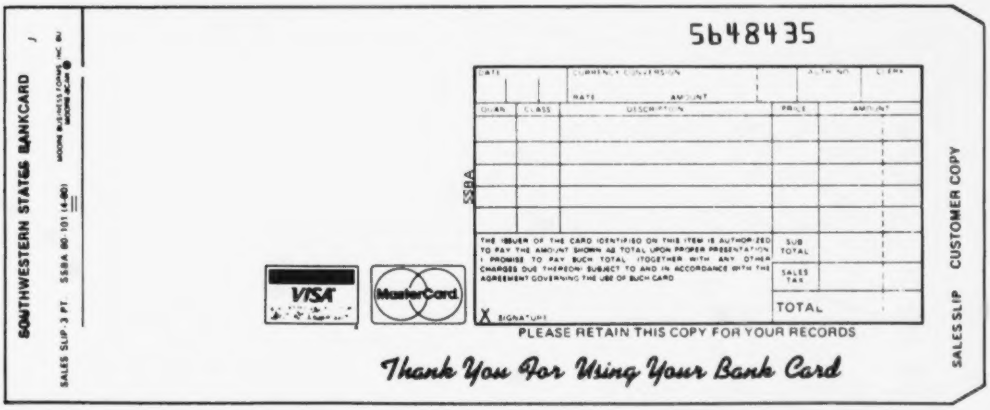
- A. Credit card
- B. Imprinter
- C. Credit card form

II. Procedure

(NOTE: Many restaurants do not honor all credit cards. Find out from the manager which credit cards are acceptable. Acceptable credit cards may be displayed on the door or at the cash register.)

- A. Write date of sale on credit card form or set date wheel on imprinter (Figure 1)

FIGURE 1



SOUTHWESTERN STATES BANKCARD

SALES SLIP-3 PT. SSBA 80-101 (4-80)

5648435

| DATE | CURRENCY CONVERSION<br>RATE AMOUNT | AUTH. NO. | CLERK |
|---|---|---|---|

| QUAN. | CLASS | DESCRIPTION | PRICE | AMOUNT |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

| | |
|---|---|
| SUB TOTAL | |
| SALES TAX | |
| TOTAL | |

X SIGNATURE

PLEASE RETAIN THIS COPY FOR YOUR RECORDS

*Thank You For Using Your Bank Card*

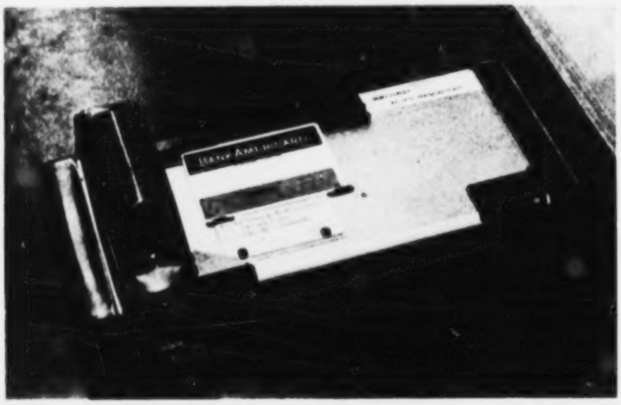
SALES SLIP CUSTOMER COPY

- B. Describe the food or drink items on the lines provided
- C. Write in the price of each item
- D. Write in the tax
- E. Total the amounts on the credit card form
- F. Check date of expiration on credit card to insure it is valid
- G. Check card list to make sure credit card is valid

## JOB SHEET #2

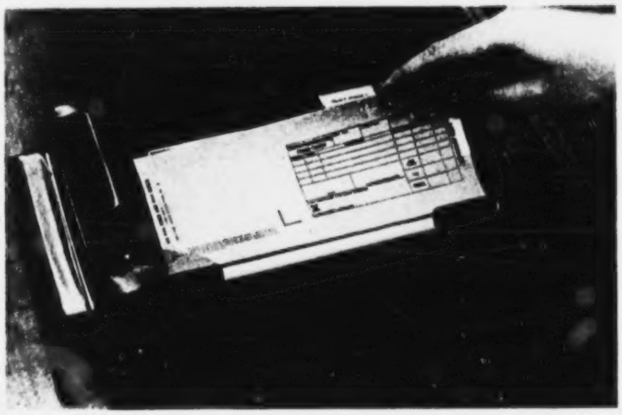
H. Place guest's credit card face up in slots on the machine (Figure 2)

FIGURE 2



I. Place sales slip face up on slots on machine and over face of credit card (Figure 3)

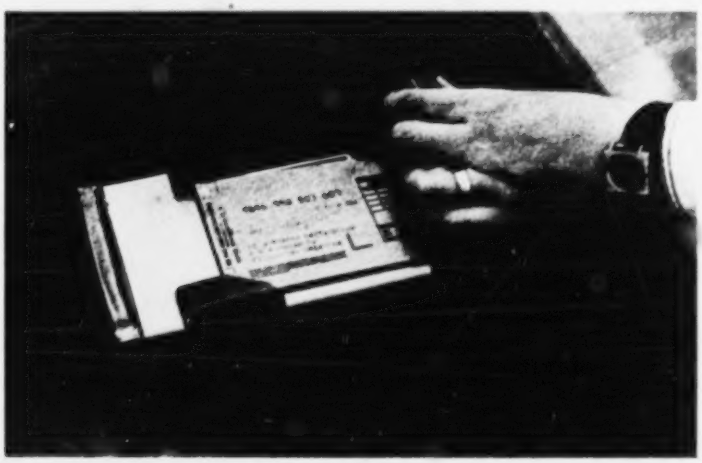
FIGURE 3



## JOB SHEET #2

J. Move imprinter handle completely across sales slip and then back to original position (Figure 4)

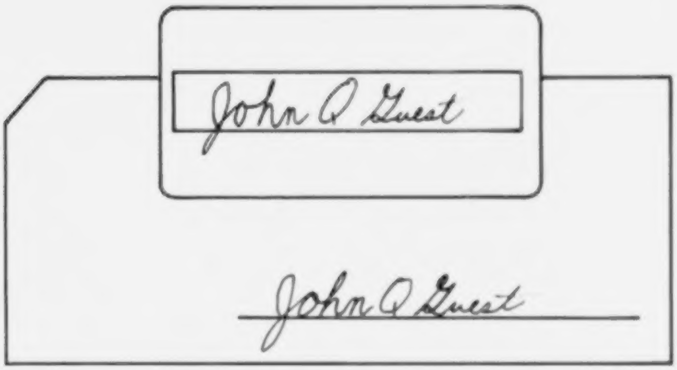
FIGURE 4



K. Remove card and form from machine

L. Obtain holder's signature on sales slip, checking it against signature on card (Figure 5)

FIGURE 5



M. Return card and guest's copy of completed sales slip to guest

N. Retain bank's copy of sales slip for deposit

O. Keep other copy or copies for your own record

# FRY STATION
# UNIT VIII

## UNIT OBJECTIVE

After completion of this unit, the student should be able to list two good qualities of a frying medium and complete a list of standards of quality for deep fat fried foods. The student should also be able to complete a list of "dos" and "don'ts" for deep fat frying and prepare and evaluate french fried potatoes, onion rings, fritters, and deep fat fried chicken. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to the fry station with their correct definitions.
2. Select true statements concerning duties of a fry station worker.
3. Complete a list of common deep fat fried food items.
4. Circle the words which best complete statements concerning operating a deep fat fryer.
5. Select types of frying mediums.
6. List two good qualities of frying mediums.
7. Complete a list of statements concerning care of frying mediums.
8. Circle the words which best complete statements concerning cooking advantages of deep fat frying.
9. Complete a chart on problems, causes, and corrections in deep fat frying.
10. Select true statements concerning purposes of breading.
11. Arrange in order procedures for breading food items.
12. Complete a list of factors concerning batter dipped foods.
13. Circle the words which best complete statements concerning safety rules for deep fat frying.
14. Complete a list of standards of quality for deep fat fried foods.

15. Demonstrate the ability to:
    a. Complete a list of dos and don'ts for deep fat frying.
    b. Prepare and evaluate french fried potatoes.
    c. Prepare and evaluate onion rings.
    d. Prepare and evaluate fritters.
    e. Prepare and evaluate a Monte Cristo sandwich.
    f. Prepare and evaluate deep fat fried chicken.

# FRY STATION
# UNIT VIII

## INFORMATION SHEET

I. Terms and definitions

  A. Batter--A pourable mixture of combined ingredients such as flour, sugar, eggs, and shortening

  B. Bread--To coat foods with bread crumbs, cracker crumbs, or other suitable products before cooking

  C. Break down--The deterioration of fats and oils due to temperature, time, and contamination by foods

  D. Deep fat fry--To cook in a pot containing enough fat to cover food

  E. Dip--To plunge into a liquid or dry ingredient until covered and then to remove quickly

  F. Fat turnover--Amount of fat absorbed by food which results in the need to add fresh fat

  G. Flash point--Temperature at which fat or oil may burst into flames if reached or exceeded

  H. Fry life--Length of time fat or oil continues to produce high quality fried foods

  I. Smoke point--The temperature at which fat begins to break down, indicated by smoking

  J. Wash--Egg yolk diluted with water or milk which may be applied to the surface of an uncooked product to aid in the adhesion of flour or breading

II. Duties of a fry station worker

  (NOTE: In some fast food operations, these may be done in another station.)

  A. Performs initial processes in preparation of certain food items

    1. Portioning

    2. Breading

    3. Mixing batter

  B. Prepares products as ordered

  C. Maintains proper temperature in fryer

  D. Keeps fat in fryer clean and free of food particles

  E. Maintains clean and orderly work station

  F. Assists others as time permits

## INFORMATION SHEET

III. Common deep fried food items

- A. Meats, seafoods
  1. Chicken
  2. Breaded veal or pork cutlets
  3. Breaded shrimp, fish filets, or sticks
  4. Croquettes
- B. Vegetables
  1. Onion rings
  2. Potatoes
  3. Okra
  4. Mushrooms
  5. Squash
- C. Dessert items
  1. Doughnuts
  2. Specialty pastries

     Example: Fruit pies

IV. Operating a deep fat fryer

A. Turn the fryer on and set the temperature control at 300° F

(NOTE: This is the temperature where the fat should be held.)

B. Select the proper temperature for foods to be fried

(NOTE: Generally, all foods are fried from 325° to 400°. Too low temperature causes excessive fat absorption of foods.)

C. Drain off excess moisture from foods that have been soaking in water before frying

(CAUTION: Hot grease and water or ice are dangerous if mixed.)

D. Bread the food item if desired

(NOTE: Many food items come already breaded.)

E. Remove excess breading from food before placing in fryer

(NOTE: This can be done by simply shaking. This prevents the loose crumbs from falling into the fat.)

# INFORMATION SHEET

F. Lower the basket into the grease and cook to proper degree of doneness

(NOTE: Cooking too long causes excessive fat absorption, hardness, and too much browning.)

G. Drain and remove the food items to an open holding container or to a serving dish

(NOTE: A closed holding container will make some foods soggy and greasy.)

V. Types of frying mediums (fats or oils)

A. Lard

B. Rendered beef fats

C. Vegetable shortenings

D. Vegetable oils

(NOTE: Peanut oil and corn oil are excellent frying mediums.)

VI. Good qualities of frying mediums

A. Do not smoke under low temperatures

B. Do not pass on the flavors of different foods

VII. Care of frying mediums (fats or oils)

A. Place oil in clean frying unit

(NOTE: Most deep fat frying units will hold from 20 to 50 pounds of shortening.)

B. Heat the oil slowly

(NOTE: Oil will expand as it is heated.)

C. The level must be kept between the "refill" and "full" marks

D. Remove the pieces of batter or breading material that have come loose in the fryer with skimmer

(NOTE: If left in the oil, these food bits will cause the fat to discolor and take on an unpleasant flavor.)

E. Drain and filter the oil daily

(NOTE: This prolongs the life of the oil.)

## INFORMATION SHEET

F. Dark and strong-smelling oils **will not** hold a constant frying temperature

G. Add new oil as needed to maintain the correct level in the fryer

(CAUTION: If the oil gets below the heating elements, a potential fire hazard is created.)

H. Do not salt food before or during frying

(CAUTION: Do not salt foods over fryer.)

VIII. Cooking advantages of deep fat frying

A. Adds color and variety to the menu

B. Flavor is popular with the guest

C. Process is suitable to low-cost food items

D. Actual cooking time is short

## INFORMATION SHEET

IX. Problems, causes, and corrections in deep fat frying

| Problem | Causes | Corrections |
|---|---|---|
| Objectional smoke | 1. Temperature too high<br>2. Failure to strain fat frequently<br>3. Old fat | Use lower temperature; strain fat and store in cool place after use; set up filtering schedule; check fat turnover |
| Fat bubbles over | 1. Too much fat in kettle<br>2. Too much food in kettle<br>3. Excessive moisture in food | Check fill of deep kettle; add smaller quantities to be fried in basket; drain batter-dipped or egg-and-crumbed foods; dry potatoes thoroughly |
| Foods not crisp | 1. Frying temperature too low<br>2. Not cooked enough | Use proper temperature for frying; use frying thermometer to check temperature |
| Strong flavor and color | 1. Old fat or deteriorated fat<br>2. Wrong fat for frying | Keep used fat in cool place; select proper type of frying fat; strain after use; if too many strongly flavored foods must be fried in fat, discard after use |
| Excessive foaming | 1. Failure to strain fat<br>2. Deteriorated fat<br>3. Extremely cold foods added to hot fat<br>4. Too much egg and crumb or batter<br>5. Frying temperature too low | Strain fat before storing in cool place; do not take foods direct from refrigerator to kettle; drain batter-dipped or egg-and-crumbed foods; use correct temperature for for frying; use thermometer to check temperature; discard deteriorated fat |

Adapted from Procter and Gamble, *Proper Frying.*

## INFORMATION SHEET

X. Purposes of breading

A. Breading keeps food juicier, therefore, better tasting

B. Breading adds nutritional values to food

C. Breading gives a better look to fried foods

D. Breading uses up leftover bread

E. Breading preserves the original food taste by acting as a shield against the frying fat

F. Breading permits the refrying of leftover cooked foods

G. Breading changes many foods into finger food as snacks and appetizers

XI. Procedures for breading food items

A. Place food item in flour, coating well

B. Remove and shake off excess flour

C. Immerse in wash, wetting well so that no dry or floured areas are visible

D. Remove from wash with as little handling as possible

(NOTE: Heavy or excessive handling may remove part of the paste coating and breading will not adhere.)

E. Drain or gently shake off excessive wash

F. Place in crumbs or breading agent and cover well

G. Press breading gently but firmly to food for strong adhesion, and cover again with crumbs

H. Remove from crumbs and shake off excess breading

(NOTE: Breaded food items may be refrigerated for future use.)

XII. Factors concerning batter dipped foods

A. Batter is another coating used on food items which are deep fat fried

B. Batter differs from breading in appearance, texture, and taste

C. Food dipped in batter must be fried immediately

D. Foods that have been batter dipped and fried should be served immediately

E. Batter may be varied in flavor depending on liquids, ingredients, and seasonings used

INFORMATION SHEET

F. Batter dipped foods must be submerged 3/4 of the way into the fat and held for 10 to 15 seconds to allow the batter to develop a crust; the food is then dropped all the way into the fat for cooking

(NOTE: If a whole piece of food were dropped into the basket, the soft batter would wrap itself around the wire basket and stick when fried.)

XIII. Safety rules for deep fat frying

A. Wear proper clothing, such as a long-sleeved shirt and a full length apron

(NOTE: When lifting fat-filled kettles, use heavy gloves to protect hands.)

B. Know the flash point of fat and keep the temperature well below that point

C. Keep fryer at 300°F when not in use for short periods

(NOTE: Do not leave fryer on for long periods between batches.)

D. Dry food before cooking

(CAUTION: Hot grease and water are dangerous if mixed.)

E. Immerse foods slowly; avoid sudden splashing

XIV. Standards of quality for deep fried foods

A. Appearance--Golden brown; have uniform color and shape

B. Flavor--Fresh, not greasy; maintain true flavor of food

C. Texture--Crisp; if batter or breading is present, it should be evenly distributed

D. Temperature--Hot foods should be served hot

E. Consistency--Firm but tender; light in weight

## FRY STATION
## UNIT VIII

### ASSIGNMENT SHEET #1--COMPLETE A LIST OF DOS AND DON'TS FOR DEEP FAT FRYING

Look over the following list. Beside each item, check the "Do" or "Don't" column and give your reason for each choice.

| When Deep Frying... | Do | Don't | Reason |
|---|---|---|---|
| 1. Buy fat by comparing value and fried food quality | | | |
| 2. Filter oil daily | | | |
| 3. Heat oil to 425° | | | |
| 4. Reduce heat on fryers not used for 45 minutes or more | | | |
| 5. Check thermostat once a month | | | |
| 6. Repair fry baskets as needed | | | |
| 7. Fry popular foods ahead | | | |
| 8. Shake off excess crumbs and blot moisture if necessary | | | |
| 9. Fry frozen food still frozen | | | |
| 10. Fill baskets 3/4 full | | | |
| 11. Drain food 5 minutes over the hot fat | | | |
| 12. Skim fat after every use | | | |
| 13. Salt foods away from kettle | | | |
| 14. Serve foods immediately | | | |
| 15. Discard shortening after normal frylife | | | |
| 16 Cover fryers at end of the day | | | |
| 17. Clean exhaust filter every six months | | | |
| 18. Dowse a fat fire with water | | | |
| 19. Turn off power in case of fire | | | |

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# FRY STATION
# UNIT VIII

## JOB SHEET #1--PREPARE AND EVALUATE FRENCH FRIED POTATOES

I. Equipment--Deep fat fryer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME French Fried Potatoes

YIELD 50 portions PORTION 5 oz.

UTENSILS Vegetable peeler, chef's knife or french fry cutter

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Potatoes, A.P. | 20 lb. | 1. Wash and peel potatoes. Cut in strips 3/8 in. thick and 3 in. long or cut with french fry cutter.<br>2. Rinse in cold water; drain thoroughly.<br>3. Heat deep fat fryer to 350°F.<br>4. To blanch french fries, fill baskets no more than 3/4 full and immerse slowly in hot fat.<br>(NOTE: This precaution is taken so that the moisture in the potatoes does not cause the fat to spatter and boil over.)<br>5. Shake the baskets occasionally to keep potatoes from sticking.<br>6. Cook until potatoes are nearly tender; should yield a little bit when squeezed between fingers<br>7. Drain well and spread in pans lined with absorbent paper.<br>8. When ready for service, return potatoes to fry baskets in small quantities and fry at 375°F until golden brown. Drain well and serve. Do **not** finish french fries until ready for service. |

(NOTE: If using frozen french fries, follow directions on the package.)

## JOB SHEET #1

III. Evaluation

A. Evaluate french fried potatoes using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown<br>Uniform color and shape | | | | |
| Flavor | Fresh, not greasy<br>Maintain true flavor of food | | | | |
| Texture | Crisp | | | | |
| Temperature | Hot foods served hot | | | | |
| Consistency | Firm but tender; light in weight | | | | |

Scoring:

Total Points ______________

20-25 points . . . Servable; good technique
15-20 points . . . Check technique; serve with improvement in mind
10-15 points . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

# FRY STATION
# UNIT VIII

## JOB SHEET #2--PREPARE AND EVALUATE ONION RINGS

I. Equipment--Deep fat fryer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Onion Rings (Batter dipped)

YIELD 50 portions PORTION 5 to 8 rings

UTENSILS Stainless steel bowl, spatula, wire whip, measuring utensils, French knife, cutting board

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Eggs, whole | 4 | 1. Beat eggs, preferably in stainless steel bowl. |
| Milk | 1 qt. | 2. Add milk and blend. |
| Cake flour | 1 lb. | 3. Sift flour with baking powder. Add to egg-milk mixture, mixing thoroughly. Batter should be smooth. |
| Baking powder | 4 tsp. | |
| Onions, E.P., cut (1/4 in. slices), separate into rings | 8 lb. | 4. Dip onion rings in batter.<br>5. Deep fry at 325°F. until golden brown. Drain and serve hot. |

(NOTE: If using frozen onion rings, follow directions on the package.)

## JOB SHEET #2

III. Evaluation

A. Evaluate onion rings using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown<br>Uniform color and shape | | | | |
| Flavor | Fresh, not greasy<br>Maintain true flavor of food | | | | |
| Texture | Crisp | | | | |
| Temperature | Hot foods served hot | | | | |
| Consistency | Firm but tender<br>Light in weight | | | | |

Scoring: Total Points ______________

20-25 points . . . Servable; good technique
15-20 points . . . Check technique; serve with improvement in mind
10-15 points . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

# FRY STATION
# UNIT VIII

## JOB SHEET #3--PREPARE AND EVALUATE FRITTERS

I. Equipment--Deep fat fryer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Fritter Batter

YIELD 50 portions PORTION 3 to 4 fritters

UTENSILS Mixing bowl, wire whip, measuring utensils, spoon or No. 24 disher

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Eggs, medium | 30 | 1. Beat eggs until frothy. |
| Flour | 5 lbs. | 2. Combine flour with other dry ingredients; alternately add flour mixture and milk to eggs. Blend well after each addition. |
| Sugar | 12 oz. | |
| Baking powder | 5 oz. | |
| Milk | 45 oz. | |
| | | 3. Drop by spoonfuls into hot fat, or use a No. 24 disher. Deep fry at 350°F. for 4 min. or until golden brown. |

NOTE: To vary basic batter, add 10 oz. of any of the following-blueberries (frozen, well drained); whole kernel corn (frozen); succotash (canned); pineapple tidbits; brown and serve sausage (diced), or fully cooked ham (diced). Fritters may be dusted with powdered sugar or served with syrup or fresh fruit.

## JOB SHEET #3

III. Evaluation

A. Evaluate fritters using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown<br>Uniform color and shape | | | | |
| Flavor | Fresh, not greasy<br>Maintain true flavor of food | | | | |
| Texture | Crisp | | | | |
| Temperature | Hot foods served hot | | | | |
| Consistency | Firm but tender<br>Light in weight | | | | |

Scoring: Total Points ______________

20-25 points . . . Servable; good technique
15-20 points . . . Check technique; serve with improvement in mind
10-15 points . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   d. Preparation

## FRY STATION
## UNIT VIII

## JOB SHEET #4--PREPARE AND EVALUATE A MONTE CRISTO SANDWICH

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Slicer

B. Deep fat fryer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Monte Cristo Sandwich

YIELD 50 sandwiches PORTION One sandwich

UTENSILS Sandwich spatula; tongs, food trays, mixing bowl, wire whip, shallow pan, measuring utensils, scale

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Bread, white (sliced) | 100 slices | 1. Lightly butter bread slices and arrange in working rows<br>(NOTE: 4" x 5" is usually a good arrangement.) |
| Butter, room temperature | 8 oz. | |
| | | |
| Ham (1 oz. slices) | 3 lb. 2 oz. | 2. Arrange on each slice in alternate rows. One Slice of each in order listed |
| Cheese, Swiss (1/2 oz. | 1 lb. 9 oz. | |
| slices,) | 3 lb. 2 oz. | |
| Chicken (1 oz. slices) | 1 lb. 9 oz. | |
| Cheese, American (1/2 oz. slices) | | 3. Top with second slice of bread |
| | | 4. Place on trays<br>5. Cover and refrigerate until serving time |
| Egg | 8 | 6. Combine egg, water, and salad oil |
| Water, cold | 1/4 c. | |
| Salad oil | 1/4 c. | 7. Blend well with wire whip, pour in pan |
| Bread crumbs | | 8. Holding sandwich together, dip into egg mixture then in bread crumbs<br>9. Place in deep fat fryer at 350°F, place screen over to submerge. Fry until golden brown, approximately 2 min. |

(NOTE: Sandwich may be fried in shallow skillet or heavily oiled pan and placed in hot oven at 400°F instead of deep frying.)

## JOB SHEET #4

III. Evaluation

A. Evaluate a Monte Cristo sandwich using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Size and shape should be suitable for occasion<br>Arranged neatly | | | | |
| Flavor | Appropriate for type<br>Well blended<br>Pleasing and suitable | | | | |
| Texture | Bread should be firm not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread | | | | |
| Temperature | Hot sandwiches hot<br>Cold sandwiches cold | | | | |
| Consistency | Bread, filling, and garnish compatible and appealing | | | | |

Scoring:

Total Points ______________

20-25 points . . . Servable; good technique
15-20 points . . . Check technique; serve with improvement in mind
10-15 points . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

## FRY STATION
## UNIT VIII

## JOB SHEET #5--PREPARE AND EVALUATE DEEP FAT FRIED CHICKEN

I. Equipment--Deep fat fryer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Deep Fat Fried Chicken

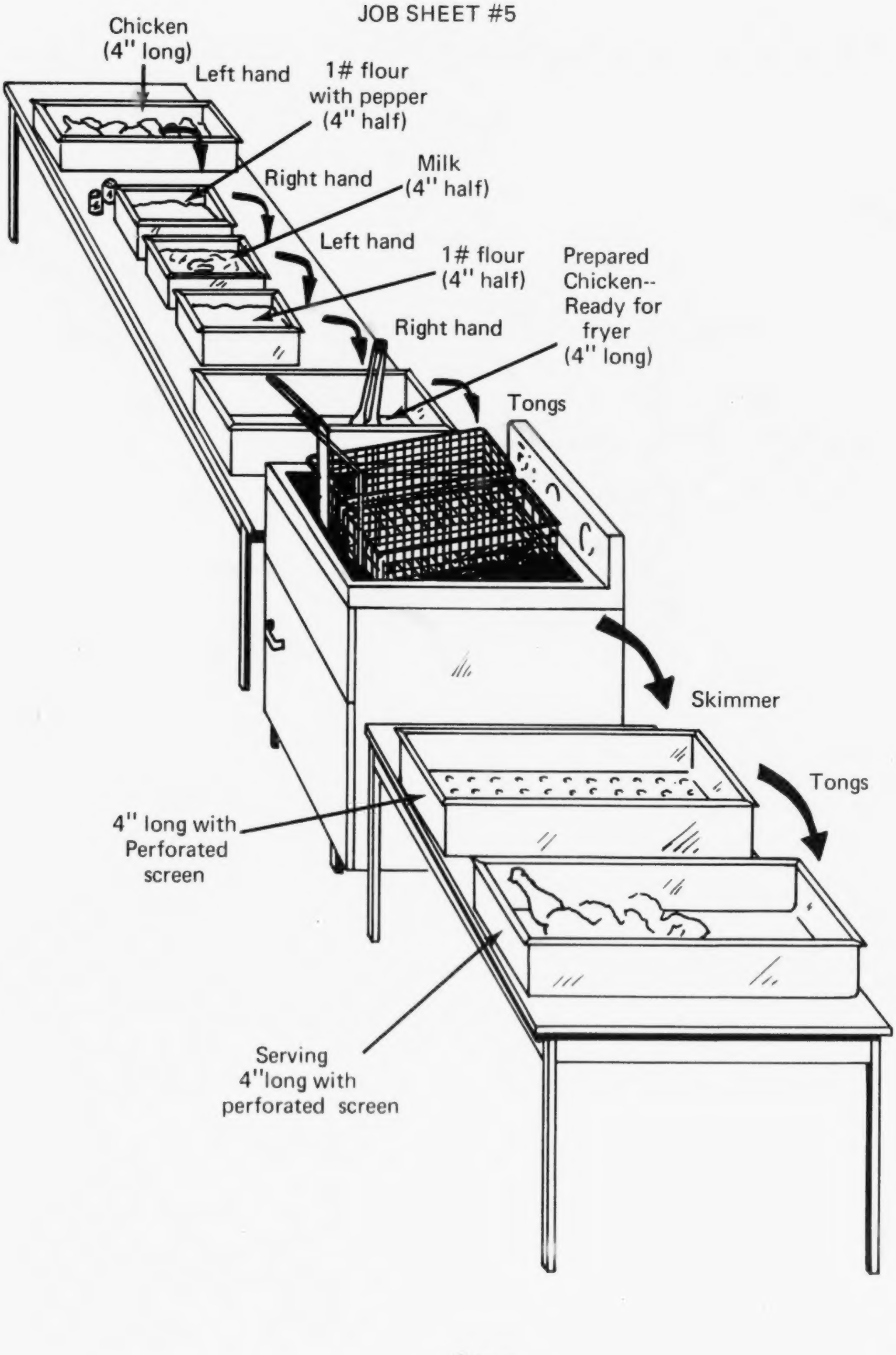
YIELD 52 servings PORTION 2 pieces per serving

UTENSILS Knife, cutting board, drainer, skimmer, 4" long hotel pans (4), 4" half pans (3), baker's scale, measuring utensils, wire whip, 12" tongs, long perforated pan inserts (2), fryer baskets

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Oil | Capacity level of fryer | 1. Fill deep fat fryer with oil and preheat to 325°F. |
| Chicken, cut up | 13 | 2. Clean chicken if needed. |
| Flour | 2 lb. | 3. Set up breading station as shown on next page.<br>(NOTE: This is a work station set up for deep fat frying; it can be reversed or changed to include only one breading station.) |
| Pepper | 1/2 oz. | |
| Milk | 1 qt. | |
| | | 4. Coat chicken with breading.<br>5. Place in deep fat fryer and fry at 325°F for 12 to 16 minutes.<br>(NOTE: Salt *after* cooking as salt will cause fat deterioration in fryer.) |

NOTE: Check for doneness by probing to bone in thigh and breast pieces.

## JOB SHEET #5


Chicken
(4" long)
Left hand
1# flour
with pepper
(4" half)
Right hand
Milk
(4" half)
Left hand
1# flour
(4" half)
Prepared
Chicken--
Ready for
fryer
(4" long)
Right hand
Tongs
Skimmer
Tongs
4" long with
Perforated
screen
Serving
4"long with
perforated screen

## JOB SHEET #5

III. Evaluation

A. Evaluate deep fat fried chicken using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown<br>Uniform color and shape | | | | |
| Flavor | Fresh, not greasy<br>Maintain true flavor of food | | | | |
| Texture | Crisp | | | | |
| Temperature | Hot foods served hot | | | | |
| Consistency | Firm but tender<br>Light in weight | | | | |

Scoring: Total Points ______________

20-25 points . . . Servable; good technique
15-20 points . . . Check technique; serve with improvement in mind
10-15 points . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

# DINING ROOM PROCEDURES
## UNIT V

## UNIT OBJECTIVE

After completion of this unit, the student should be able to complete statements concerning basic rules for table service, select true statements concerning the proper way to greet and seat guests, and complete a list of factors to consider when serving food. The student should also be able to greet and serve guests, write and add a ticket, and load and handle a tray. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to dining room procedures with their correct definitions.
2. Circle the words which best complete statements concerning basic rules for table service.
3. Select true statements concerning the proper way to greet and seat guests.
4. Complete a list of factors to consider when taking the order.
5. List three methods of taking the order.
6. Select true statements concerning time factors to consider when placing the order.
7. Match methods of placing the order with their characteristics.
8. Circle the words which best complete statements concerning how to lift and carry a tray.
9. Complete a list of factors to consider when serving food.
10. Select true statements concerning factors to consider when presenting the check.
11. Demonstrate the ability to:
    a. Complete a diagram on serving and clearing.
    b. Greet and seat guests.
    c. Serve guests.
    d. Write and add a ticket.
    e. Load and handle a tray.

# DINING ROOM PROCEDURES
## UNIT V

## INFORMATION SHEET

I. Terms and definitions

A. Checklist system--Technique used by waiter/waitress to order food by checking selection on a preprinted form

B. Course--A major segment of the meal

Examples: Soup, salad, entree

C. Guest-written order--Method of ordering where the guests write their own selections on a check

D. Host--An individual who is in charge of a group of guests and who generally pays the check

E. Large tray method--Tray system used in serving large food items or many smaller items

Examples: Entree, salad, dessert

F. Order pad--A tool the waiter/waitress uses to write down and place the food order

(NOTE: This is commonly known as a guest check.)

G. Small tray method--Tray system used in serving a small food items

Examples: Beverages, appetizer, soup

H. Waiter/waitress-written order--Method of ordering where the waiter/ waitress writes the guest selection on a check

II. Basic rules for table service

A. Remember at all times to serve at the convenience of guest

B. Place all food items from the left of the guest

C. Remove all food items from the right of the guest

D. Place and remove all beverages, including water, from the right of the guest

E. Use the left hand to place and remove dishes when working at the left side of the guest and the right hand when working at the right side of the guest

F. Place each dish on the table with fingers under the dish and the thumb on the upper edge

## INFORMATION SHEET

G. Never reach in front of the guest or across one person to serve another

(NOTE: One exception is while serving people in a booth.)

H. Do not place soiled, chipped, or cracked glassware and china or bent or tarnished silver before the guest

I. Place salad to the left of the fork unless served separately and then place it directly in front of the guest

J. Place cup and saucer to the right and slightly below the water glass

(NOTE: The handle of the cup should be placed at 5 o'clock

K. Place beverage glasses to the right and slightly below the water glass

L. Do not remove cups and glasses from table when refilling them

M. Serve butter, cheese, and cut lemon with a fork or tongs, NEVER with fingers

N. Serve hot foods hot and cold foods cold

O. Remove soiled dishes only when everyone at the table has finished

(NOTE: This will vary from operation to operation.)

P. Empty ashtrays continuously

(NOTE: When removing an ashtray from a table where guests are seated, always cover to keep ashes from flying.)

Q. Handle silverware without touching

R. Be quick and be quiet

III. Proper way to greet and seat guests

A. Host/hostess should approach guests with appropriate greeting

(NOTE: The maitre d'hotel, captain, or head waiter/waitress may also greet guest depending upon the size and organization of the operation.)

B. Host/hostess should inquire if guests have reservations and how many are in the party

C. Seat well-dressed people in conspicuous places

D. Handle special seating situations appropriately

Examples: Elderly, handicapped, noisy parties

INFORMATION SHEET

E. Balance the dining room so as not to overburden one station

F. Seat parties of more than two at larger tables

(NOTE: It is easier to pick up place settings than to lay them down.)

G. Offer the best seat to the lady in a party of two, or the eldest lady in a larger party

(NOTE: The best seat is the one facing the dining room or with the best view.)

H. At wall or booth tables, pull the tables out so guests can slide in easily

I. Assist guests with their coats, brief cases, or other items which may block aisles

J. Present the menu when all are seated

IV. Factors to consider when taking the order

A. Approach the guest with appropriate salutation

B. Address the host on the left if a host is apparent

(NOTE: The host may wish to order for the group.)

C. If host does not order for the group, approach guest on the right of the host or a female member of the group

D. If it is just a man and woman together, approach the man and ask him if they are ready to order

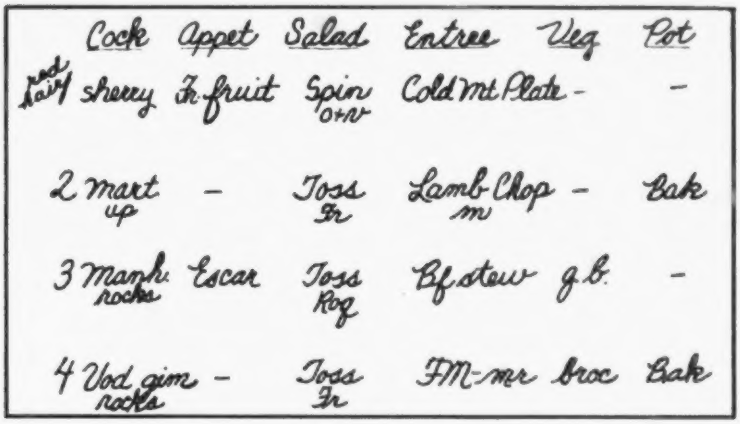
(NOTE: Sometimes a woman may be a man's boss or have him as her guest; in this case, she may indicate this situation to you.)

E. Stand erect to the left of the guest

## INFORMATION SHEET

F. Have a system for noting the first person

Example: Write a unique characteristic about a guest on the guest check or identify seats by numbers with seat number one always facing the same direction



|  | Cock | Appet | Salad | Entree | Veg | Pot |
|---|---|---|---|---|---|---|
| red hair 1 | sherry | Fr fruit | Spin<br>O+V | Cold Mt Plate | - | - |
| 2 | mart<br>up | - | Toss<br>Fr | Lamb Chop<br>m | - | Bak |
| 3 | manh.<br>rocks | Escar | Toss<br>Roq | Bf stew | g.b. | - |
| 4 | Vod gim<br>rocks | - | Toss<br>Fr | FM-mr | broc | Bak |

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G. From the reference person, proceed taking orders counter-clockwise around the table

H. Write clearly and systematically for your own benefit and that of the kitchen staff

## INFORMATION SHEET

I. Take the order completely

Example: Choice of salad dressing, choice of vegetable, how meat should be cooked, how eggs should be cooked, when to serve coffee

J. Use common abbreviations

Examples:

| | | | |
|---|---|---|---|
| O.E | over easy eggs | MPot | mashed potatoes |
| SSU or sun | sunny-side up eggs | BPot | baked potato |
| HE | hard fried eggs | Stk | steak |
| HBo | hard-boiled eggs | NY | new york strip steak |
| SBO | soft-boiled eggs | Bk | baked |
| 1000 | thousand island dressing | Ly | lyonnaise potatoes |
| Fr | french dressing | Ag | au gratin |
| It | italian dressing | M | mashed |
| R | rare steak | Veg | vegetables |
| MR | medium rare steak | Soup | soup |
| M | medium | Br | broiled |
| MW | medium well | Bo | boiled |
| W | well | Sat | saute |
| HBr | hash browns | Cof | coffee |

K. Repeat the order back to the guest for confirmation

L. Collect the menu from each guest after you take their order

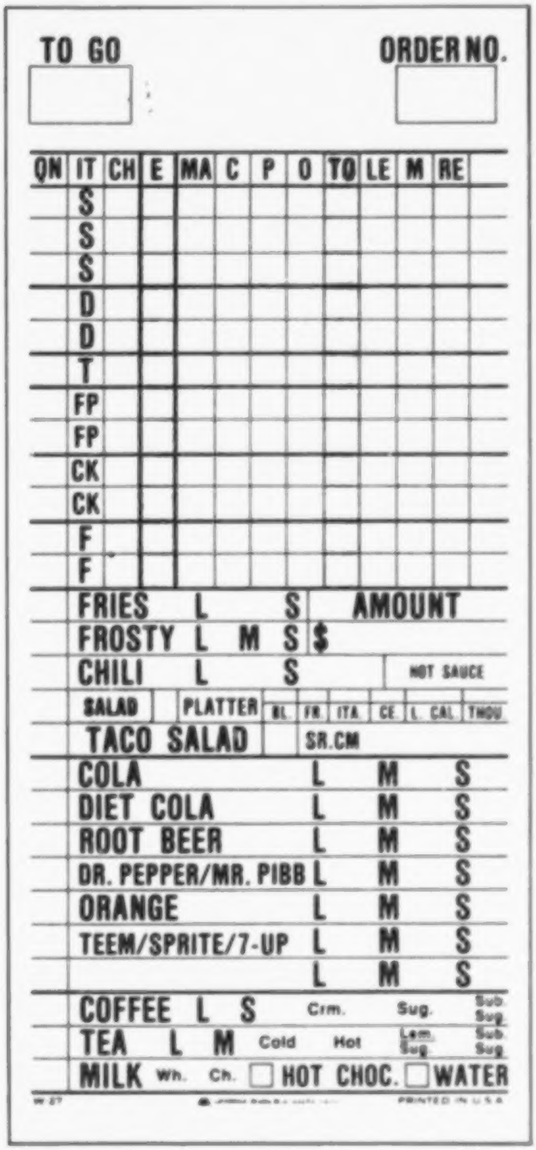
## INFORMATION SHEET

V. Methods of taking the order

A. Checklist system

1. Waiter/waitress checks off the designated selection on a preprinted list of menu items
2. Method may be used in short-order, fast food establishments

Example:



**TO GO** ☐ **ORDER NO.** ☐

| QN | IT | CH | E | MA | C | P | O | TO | LE | M | RE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S | | | | | | | | | | | |
| | S | | | | | | | | | | | |
| | S | | | | | | | | | | | |
| | D | | | | | | | | | | | |
| | D | | | | | | | | | | | |
| | T | | | | | | | | | | | |
| | FP | | | | | | | | | | | |
| | FP | | | | | | | | | | | |
| | CK | | | | | | | | | | | |
| | CK | | | | | | | | | | | |
| | F | | | | | | | | | | | |
| | F | | | | | | | | | | | |

FRIES L S — AMOUNT

FROSTY L M S — $

CHILI L S — HOT SAUCE

SALAD ☐ PLATTER — BL. FR. ITA. CE. L. CAL. THOU

TACO SALAD ☐ SR.CM

COLA L M S

DIET COLA L M S

ROOT BEER L M S

DR. PEPPER/MR. PIBB L M S

ORANGE L M S

TEEM/SPRITE/7-UP L M S

L M S

COFFEE L S Crm. Sug. Sub. Sug.

TEA L M Cold Hot Lem. Sug. Sub. Sug.

MILK Wh. Ch. ☐ HOT CHOC. ☐ WATER

W 27 [illegible] PRINTED IN U.S.A.

## INFORMATION SHEET

B. Guest-written order

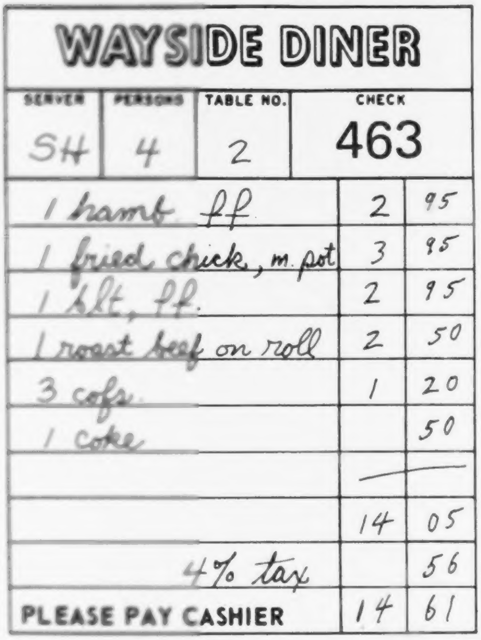
1. Waiter/waitress supplies each guest with pencil and order blank, and guest writes down selection

2. Waiter/waitress then collects the orders and places them in the kitchen

C. Waiter/waitress-written order

1. Waiter/waitress writes the order on a blank pad, then places it in the kitchen

2. Most commonly used in dining rooms with a large number of food items on the menu



**WAYSIDE DINER**

| SERVER | PERSONS | TABLE NO. | CHECK |
|---|---|---|---|
| SH | 4 | 2 | 463 |

| | | |
|---|---|---|
| 1 hamb ff | 2 | 95 |
| 1 fried chick, m. pot | 3 | 95 |
| 1 blt, ff. | 2 | 95 |
| 1 roast beef on roll | 2 | 50 |
| 3 cofs. | 1 | 20 |
| 1 coke | | 50 |
| | | |
| | 14 | 05 |
| 4% tax | | 56 |
| PLEASE PAY CASHIER | 14 | 61 |

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VI. Time factors to consider when placing the order

A. Know when to serve each course and how long it takes to prepare it

(NOTE: A good rule of thumb is to submit the entire order just prior to serving the first course.)

B. When food is cooked to order, estimate time to return to pick food up

C. In a small operation, the cook prepares the entire order at the same time

D. In large operations, the server coordinates the meal

(NOTE: Submit food orders for more than one guest in separate stages so they will be ready at approximately the same time.)

## INFORMATION SHEET

E. While the order is being filled, collect serving equipment needed and cold accompaniments

Examples: Bread, crackers, butter, relishes

F. Dessert orders should be submitted and picked up immediately after the main course

VII. Methods of placing the order and their characteristics

(NOTE: The method of communicating orders to the kitchen staff depends upon the size, type of kitchen, and type of service.)

A. Oral communication

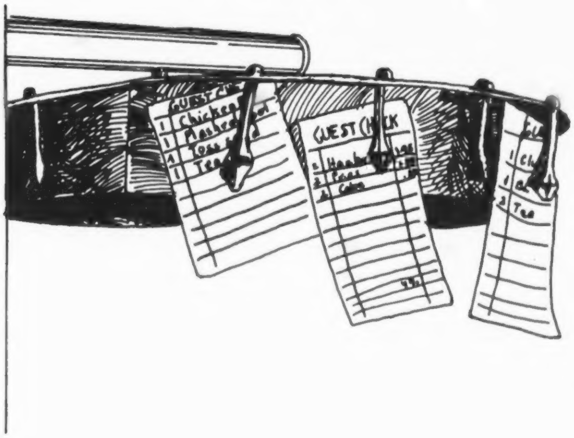
1. Over the counter

2. Intercom system

B. Check system

1. Copy of check is attached to a spindle in kitchen

2. Most common method of placing a order



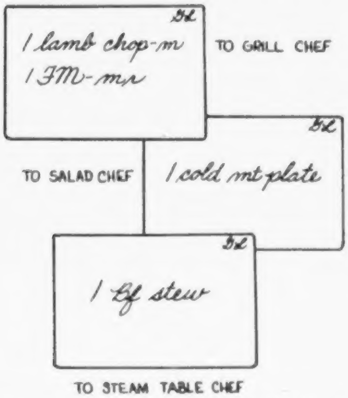
## INFORMATION SHEET

C. Separate orders

1. Parts of order are rewritten by waiter/waitress on individual sheets for separate kitchen units

   (NOTE: These sheets are referred to as dupes.)

2. Used only in operations with large kitchen facilities



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VIII. How to lift and carry a tray

A. Lifting a tray

1. Bend down with knees
2. Place tray in approximate position for carrying on shoulder
3. Lift by straightening your knees and move tray into place with shoulders and hand
4. Lift with legs, not your back

B. Carrying a tray

1. Small tray method

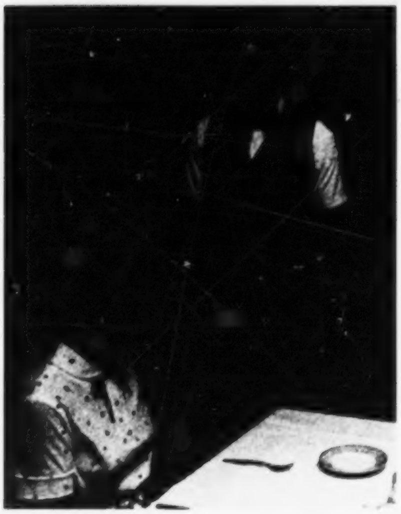
   a. Carry waist high with left upper arm close to body

   b. Remove and serve with tray in left hand

   c. All items should be removed or served with right hand

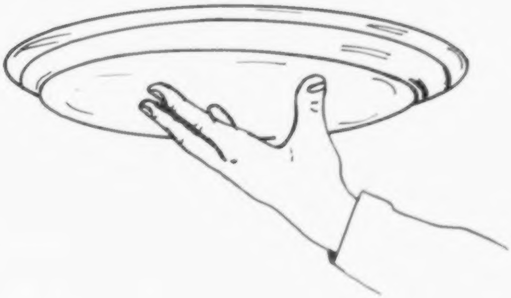
   (NOTE: Never set tray down in the dining room.)

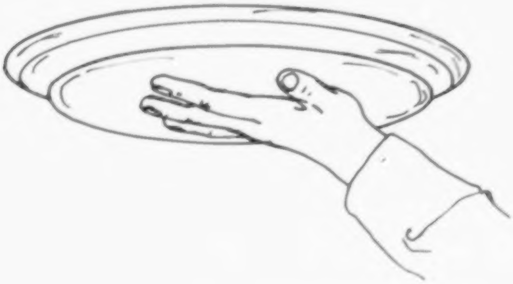
## INFORMATION SHEET



2. Large tray method
   a. Carry above shoulders
   b. Carry with left hand preferably
   c. Lift with palm

      (NOTE: Fingertips can be used if desired.)





   d. Use right hand to balance until proficient
   e. Balance items on tray

      (NOTE: Heaviest items should be placed towards the center.)

## INFORMATION SHEET

IX. Factors to consider when serving food

- A. Serve the courses in traditional order
  1. Appetizer
  2. Soup
  3. Salad
  4. Entree
  5. Dessert
  6. Coffee
- B. Serve and clear from the correct direction
  1. Serve all foods from the left and beverages from the right
  2. Clear from the right

     (NOTE: Do not scrape and stack as you are clearing.)
  3. Make sure the guest knows you are about to set down or pick up a plate

     (NOTE: Do not pick up a dish until you are sure that the guest is finished.)
- C. Serve food efficiently
  1. Never return to the kitchen empty handed
  2. Use tray stands
  3. Time your order
- D. Maintain food quality
  1. Serve hot foods hot and cold foods cold
  2. Pick up and serve foods in the order that will maintain their correct temperature
- E. Be attentive to guests

  (NOTE: There is no excuse for avoiding the guest.)
  1. Allow a little delay between courses; then eye the guest for additional attention

## INFORMATION SHEET

2. Guest will indicate needs by a look, gesture, or remark

3. Special attention should be given after the entree has been served

   (NOTE: It is too late to adjust a complaint at the end of a meal.)

X. Factors to consider when presenting the check

(NOTE: The end of the meal is as important as the beginning; it is essential to give the same courteous service at all times.)

A. In a formal service, the check is not presented until the guest asks for it

B. In an informal service, inquire after the meal is completed and coffee is served

Example: "Anything else?"

(NOTE: If guest desires nothing else, complete the check and place it on the table.)

C. Promptness in presenting the check is essential

D. Checks should be clean and easy to read

## INFORMATION SHEET

E. Check addition and figure sales tax

(NOTE: The use of a tax chart or table is helpful. Look up the total amount of the bill on the chart and read the amount of tax listed next to it. The tax table below is based on 4%. Percent of tax will vary from city to city.)

### TAX TABLE

| Amount of Sale | Tax | Amount of Sale | Tax | Amount of Sale | Tax |
|---|---|---|---|---|---|
| .01 - .12 | .00 | 14.88 - 15.12 | .60 | 29.88 - 30.12 | 1.20 |
| .13 - .37 | .01 | 15.13 - 15.37 | .61 | 30.13 - 30.37 | 1.21 |
| .38 - .62 | .02 | 15.38 - 15.62 | .62 | 30.38 - 30.62 | 1.22 |
| .63 - .87 | .03 | 15.63 - 15.87 | .63 | 30.63 - 30.87 | 1.23 |
| .88 - 1.12 | .04 | 15.88 - 16.12 | .64 | 30.88 - 31.12 | 1.24 |
| 1.13 - 1.37 | .05 | 16.13 - 16.37 | .65 | 31.13 - 31.37 | 1.25 |
| 1.38 - 1.62 | .06 | 16.38 - 16.62 | .66 | 31.38 - 31.62 | 1.26 |
| 1.63 - 1.87 | .07 | 16.63 - 16.87 | .67 | 31.63 - 31.87 | 1.27 |
| 1.88 - 2.12 | .08 | 16.88 - 17.12 | .68 | 31.88 - 32.12 | 1.28 |
| 2.13 - 2.37 | .09 | 17.13 - 17.37 | .69 | 32.13 - 32.37 | 1.29 |
| 2.38 - 2.62 | .10 | 17.38 - 17.62 | .70 | 32.38 - 32.62 | 1.30 |
| 2.63 - 2.87 | .11 | 17.63 - 17.87 | .71 | 32.63 - 32.87 | 1.31 |
| 2.88 - 3.12 | .12 | 17.88 - 18.12 | .72 | 32.88 - 33.12 | 1.32 |
| 3.13 - 3.37 | .13 | 18.13 - 18.37 | .73 | 33.13 - 33.37 | 1.33 |
| 3.38 - 3.62 | .14 | 18.38 - 18.62 | .74 | 33.38 - 33.62 | 1.34 |
| 3.63 - 3.87 | .15 | 18.63 - 18.87 | .75 | 33.63 - 33.87 | 1.35 |
| 3.88 - 4.12 | .16 | 18.88 - 19.12 | .76 | 33.88 - 34.12 | 1.36 |
| 4.13 - 4.37 | .17 | 19.13 - 19.37 | .77 | 34.13 - 34.37 | 1.37 |
| 4.38 - 4.62 | .18 | 19.38 - 19.62 | .78 | 34.38 - 34.62 | 1.38 |
| 4.63 - 4.87 | .19 | 19.63 - 19.87 | .79 | 34.63 - 34.87 | 1.39 |
| 4.88 - 5.12 | .20 | 19.88 - 20.12 | .80 | 34.88 - 35.12 | 1.40 |
| 5.13 - 5.37 | .21 | 20.13 - 20.37 | .81 | 35.13 - 35.37 | 1.41 |
| 5.38 - 5.62 | .22 | 20.38 - 20.62 | .82 | 35.38 - 35.62 | 1.42 |
| 5.63 - 5.87 | .23 | 20.63 - 20.87 | .83 | 35.63 - 35.87 | 1.43 |
| 5.88 - 6.12 | .24 | 20.88 - 21.12 | .84 | 35.88 - 36.12 | 1.44 |
| 6.13 - 6.37 | .25 | 21.13 - 21.37 | .85 | 36.13 - 36.37 | 1.45 |
| 6.38 - 6.62 | .26 | 21.38 - 21.62 | .86 | 36.38 - 36.62 | 1.46 |
| 6.63 - 6.87 | .27 | 21.63 - 21.87 | .87 | 36.63 - 36.87 | 1.47 |
| 6.88 - 7.12 | .28 | 21.88 - 22.12 | .88 | 36.88 - 37.12 | 1.48 |
| 7.13 - 7.37 | .29 | 22.13 - 22.37 | .89 | 37.13 - 37.37 | 1.49 |
| 7.38 - 7.62 | .30 | 22.38 - 22.62 | .90 | 37.38 - 37.62 | 1.50 |
| 7.63 - 7.87 | .31 | 22.63 - 22.87 | .91 | 37.63 - 37.87 | 1.51 |
| 7.88 - 8.12 | .32 | 22.88 - 23.12 | .92 | 37.88 - 38.12 | 1.52 |
| 8.13 - 8.37 | .33 | 23.13 - 23.37 | .93 | 38.13 - 38.37 | 1.53 |
| 8.38 - 8.62 | .34 | 23.38 - 23.62 | .94 | 38.38 - 38.62 | 1.54 |
| 8.63 - 8.87 | .35 | 23.63 - 23.87 | .95 | 38.63 - 38.87 | 1.55 |
| 8.88 - 9.12 | .36 | 23.88 - 24.12 | .96 | 38.88 - 39.12 | 1.56 |
| 9.13 - 9.37 | .37 | 24.13 - 24.37 | .97 | 39.13 - 39.37 | 1.57 |
| 9.38 - 9.62 | .38 | 24.38 - 24.62 | .98 | 39.38 - 39.62 | 1.58 |
| 9.63 - 9.87 | .39 | 24.63 - 24.87 | .99 | 39.63 - 39.87 | 1.59 |
| 9.88 - 10.12 | .40 | 24.88 - 25.12 | 1.00 | 39.88 - 40.12 | 1.60 |
| 10.13 - 10.37 | .41 | 25.13 - 25.37 | 1.01 | 40.13 - 40.37 | 1.61 |
| 10.38 - 10.62 | .42 | 25.38 - 25.62 | 1.02 | 40.38 - 40.62 | 1.62 |
| 10.63 - 10.87 | .43 | 25.63 - 25.87 | 1.03 | 40.63 - 40.87 | 1.63 |
| 10.88 - 11.12 | .44 | 25.88 - 26.12 | 1.04 | 40.88 - 41.12 | 1.64 |
| 11.13 - 11.37 | .45 | 26.13 - 26.37 | 1.05 | 41.13 - 41.37 | 1.65 |
| 11.38 - 11.62 | .46 | 26.38 - 26.62 | 1.06 | 41.38 - 41.62 | 1.66 |
| 11.63 - 11.87 | .47 | 26.63 - 26.87 | 1.07 | 41.63 - 41.87 | 1.67 |
| 11.88 - 12.12 | .48 | 26.88 - 27.12 | 1.08 | 41.88 - 42.12 | 1.68 |
| 12.13 - 12.37 | .49 | 27.13 - 27.37 | 1.09 | 42.13 - 42.37 | 1.69 |
| 12.38 - 12.62 | .50 | 27.38 - 27.62 | 1.10 | 42.38 - 42.62 | 1.70 |
| 12.63 - 12.87 | .51 | 27.63 - 27.87 | 1.11 | 42.63 - 42.87 | 1.71 |
| 12.88 - 13.12 | .52 | 27.88 - 28.12 | 1.12 | 42.88 - 43.12 | 1.72 |
| 13.13 - 13.37 | .53 | 28.13 - 28.37 | 1.13 | 43.13 - 43.37 | 1.73 |
| 13.38 - 13.62 | .54 | 28.38 - 28.62 | 1.14 | 43.38 - 43.62 | 1.74 |
| 13.63 - 13.87 | .55 | 28.63 - 28.87 | 1.15 | 43.63 - 43.87 | 1.75 |
| 13.88 - 14.12 | .56 | 28.88 - 29.12 | 1.16 | 43.88 - 44.12 | 1.76 |
| 14.13 - 14.37 | .57 | 29.13 - 29.37 | 1.17 | 44.13 - 44.37 | 1.77 |
| 14.38 - 14.62 | .58 | 29.38 - 29.62 | 1.18 | 44.38 - 44.62 | 1.78 |
| 14.63 - 14.87 | .59 | 29.63 - 29.87 | 1.19 | 44.63 - 44.87 | 1.79 |

## INFORMATION SHEET

F. Be prepared to answer questions about the check

G. In a formal service, checks are placed on a small tray and presented to the left of the host

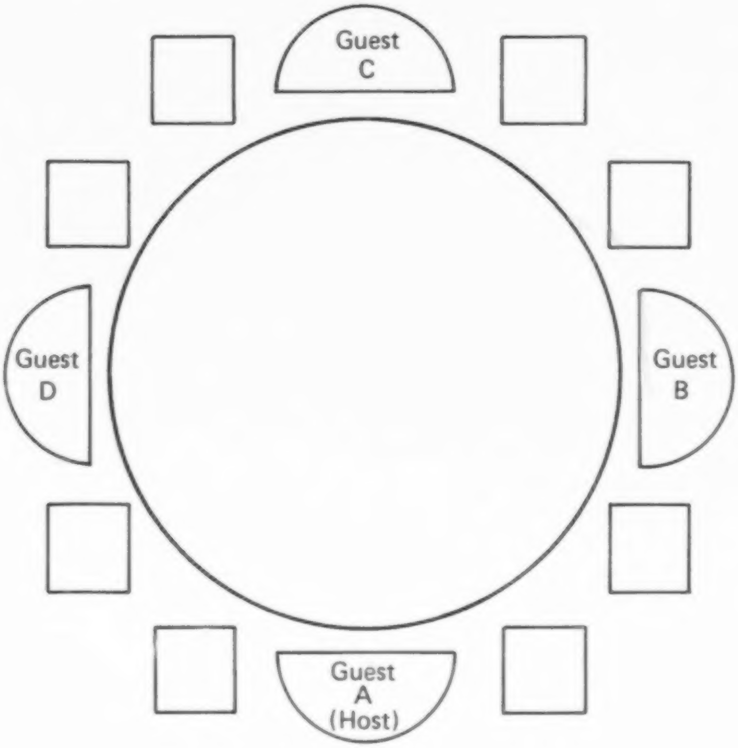
H. In an informal service, checks are presented face down if the guest is expected to pay upon leaving

I. Place checks face up if the guest is expected to pay at the time of presentation

# DINING ROOM PROCEDURES
# UNIT V

## ASSIGNMENT SHEET #1--COMPLETE A DIAGRAM ON SERVING AND CLEARING

The diagram below represents a table with four guests seated around it. Each of the squares between the guests marks a position from which a waiter or waitress would perform one of the tasks listed below the diagram. Read each task, decide where you would stand to perform it, and write the number of the task in a square that indicates the correct position. The first one is done for you.



1. Taking an order from the host (Example)
2. Serving an appetizer to guest B
3. Clearing used dishes and silver from guest D
4. Pouring coffee for guest C
5. Serving salad to guest D
6. Pouring wine for guest B
7. Serving the entree to guest C
8. Pouring water for guest A

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## DINING ROOM PROCEDURES
## UNIT V

### JOB SHEET #1--GREET AND SEAT GUESTS

I. Equipment, materials, and tools

  A. Menus, 4

  B. Table

  C. Chairs, 4

II. Procedure

  A. Ask four classmates to act as guests

  B. Give a proper salutation to the group, "Good evening, afternoon, etc."

  C. Ask in whose name the reservation was made

  D. Inquire as to how many are in the party

  E. Escort the guests to the table

  F. Pull out a chair for the lady or the eldest as the case may be in the group

  G. Push chair in by lifting rear of chair and pushing forward with your hands on the top of the chair

  H. Face women towards the dining room or facing the best view

  I. Present the menu closed from the guests' left beginning with the person on the right of the host and moving counter-clockwise around the table

  (NOTE: Do not carry menus under your arm.)

# DINING ROOM PROCEDURES
# UNIT V

## JOB SHEET #2--SERVE GUESTS

I. Equipment, tools, and material

   A. Menus, 4

   B. Ticket pad and pencil

   C. Glasses, 4

   D. Water pitcher

   E. Butter bowl and tongs

   F. Appetizer plates, 4

   G. Tray stand

   H. Large tray

   I. Soup cups, 4

   J. Underliners, 4

   K. Salad plates, 4

   L. Bread basket

   M. Entree plates, 4

   N. Dessert plates, 4

   O. Coffee cups and saucers, 4

II. Procedure

   A. Ask four classmates to act as guests

   B. Greet the guests pleasantly

   C. Pour water for each guest

   D. Serve butter from the left using the butter bowl and tongs

   E. Take food order from host or from the left side of each guest

   (NOTE: Take menus after each order.)

## JOB SHEET #2

F. Proceed taking orders counter-clockwise around the table

G. Serve appetizer from left

H. Remove appetizer from right

I. Serve soup from left center of cover

J. Remove soup from right

K. Serve salad from the left

L. Offer rolls or bread from the left

(NOTE: Hold hand under basket or plate with left knuckles touching the top of the table as you serve.)

M. Remove salad plate from the right

N. Serve entree from the left with entree nearest to the guest

(NOTE: If entree covers are used, practice serving two layers of extras.)

O. Remove main course dishes using the following order:

1. Condiments
2. Dinner plate
3. Vegetable dishes
4. Extra silver

P. Clean crumbs from the table

Q. Serve dessert (center of cover)

R. Serve coffee if not served yet

S. Present check

T. Thank guests

U. Help guests as they rise to leave

# DINING ROOM PROCEDURES
## UNIT V

## JOB SHEET #3--WRITE AND ADD A TICKET

I. Materials

A. Pen or pencil

B. Ticket pad

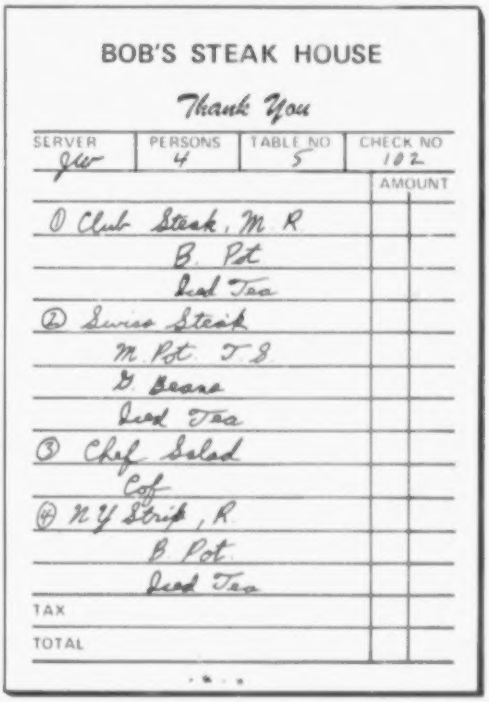
C. Menus

II. Procedure

A. Ask four classmates to act as guests

B. Place initials or first name in the box marked "Server" (Figure 1)

FIGURE 1



**BOB'S STEAK HOUSE**

*Thank You*

| SERVER | PERSONS | TABLE NO | CHECK NO |
|---|---|---|---|
| Jw | 4 | 5 | 102 |

| | AMOUNT |
|---|---|
| ① Club Steak, M R | |
| B. Pot | |
| Iced Tea | |
| ② Swiss Steak | |
| M. Pot T. S | |
| G. Beans | |
| Iced Tea | |
| ③ Chef Salad | |
| Cof | |
| ④ NY Strip, R | |
| B. Pot | |
| Iced Tea | |
| TAX | |
| TOTAL | |

C. Put the ticket number in the box marked "Check No." if not already numbered (Figure 1)

(NOTE: Steps A and B should be completed before approaching the guest.)

D. Ask guests if they prefer individual tickets or all orders on one ticket.)

(NOTE: For this job sheet, all orders will be on one ticket.)

## JOB SHEET #3

E. Record number of persons on the ticket in the box marked "Persons" (Figure 1)

F. Record the table number in the box marked Table No. (Figure 1)

G. Start with one guest and work counter-clockwise taking the guests' orders (Figure 1)

(NOTE: If a guest is not ready to order, leave space on the ticket and go to the next person. When the cycle has been completed, return to guests who have not ordered.)

H. Give each guest a number on the ticket in order to keep the tickets and the guests in order (Figure 1)

I. Make sure tickets are legible

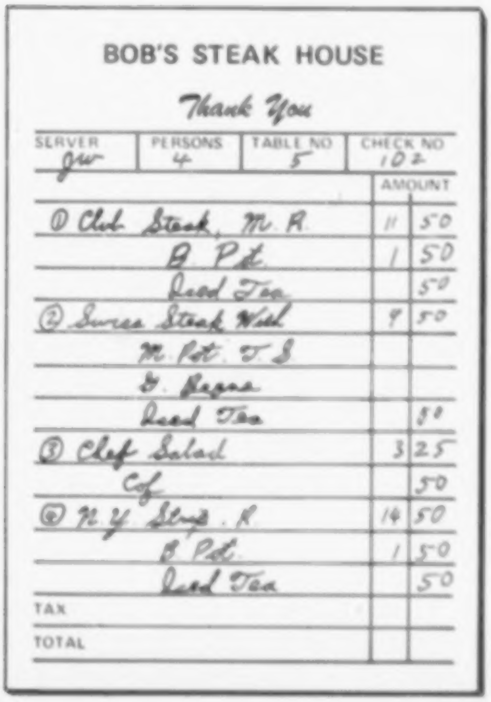
J. Abbreviate on ticket whenever possible

(NOTE: Make sure the cook understands and easily recognizes the abbreviations used. See Figure 1.)

Examples: HB = Hamburger, T.S. = Tossed salad, G. Beans = Green Beans, F.F. = French fries

K. Place the price of each item in the amount column opposite the item (Figure 2)

FIGURE 2



BOB'S STEAK HOUSE

Thank You

| SERVER | PERSONS | TABLE NO | CHECK NO |
|---|---|---|---|
| jw | 4 | 5 | 102 |

| | AMOUNT | |
|---|---|---|
| ① Club Steak, M. R. | 11 | 50 |
| B. Pot. | 1 | 50 |
| Iced Tea | | 50 |
| ② Swiss Steak Well | 9 | 50 |
| M. Pot. T. S. | | |
| G. Beans | | |
| Iced Tea | | 50 |
| ③ Chef Salad | 3 | 25 |
| Cof | | 50 |
| ④ N.Y. Strip. R | 14 | 50 |
| B. Pot. | 1 | 50 |
| Iced Tea | | 50 |
| TAX | | |
| TOTAL | | |

## JOB SHEET #3

L. Add all the prices listed in the amount column (Figure 2)

(NOTE: Total after asking for dessert order.)

M. Place the tax charged in the amount column opposite the word TAX (Figure 2)

(NOTE: The server should have the basic tax charges memorized.)

N. Total the ticket (Figure 2)

O. Recheck all prices and addition

P. Write "It has been a pleasure to serve you" and your name on the back of the ticket

Q. Present ticket to guest face down

# DINING ROOM PROCEDURES
# UNIT V

## JOB SHEET #4--LOAD AND HANDLE A TRAY

I. Equipment

   A. Oval waiter's tray

   B. Dinner plates, 4

   C. Water glasses, 4

   D. Side dishes, 4

   E. Cups and saucers, 4

   F. Tray stand

II. Procedure

   A. Place heavier plates in center and lighter pieces toward the tray edges

   B. Be sure that the tray is loaded for balance

   C. Slightly bend knees

   D. Slide hand under the tray to the center

   E. Raise the tray using your leg muscles

   (NOTE: If the tray is heavy, use your free hand to help raise it to the proper position.)

   F. Carry the tray shoulder high

   (NOTE: The tray should not rest on your shoulder unless the tray is heavy.)

   G. Walk with a normal gait when carrying a tray

   H. Watch where you are going

   (NOTE: Do not watch the tray.)

   I. Bend knees slightly and place the edge of the tray on the tray stand

   J. Slide tray onto tray stand gently with free hand

# SIDEWORK
## UNIT VI

## UNIT OBJECTIVE

After completion of this unit, the student should be able to arrange in order the steps in preparing a table, complete a list of statements concerning reasons for studying the menu, and complete statements concerning bussing procedures. The student should also be able to fold a napkin using several methods, change a tablecloth, and prepare and evaluate coffee and iced tea. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to sidework with their correct definitions.
2. Select true statements concerning opening duties in the dining room.
3. Arrange in order the steps in preparing a table.
4. List common items found in a sidestand.
5. Complete a list of statements concerning reasons for studying the menu.
6. Select true statements concerning items of information needed to answer questions about food preparation.
7. Circle the words which best complete statements concerning bussing procedures.
8. Complete a list of statements concerning closing duties in the dining room.
9. Demonstrate the ability to:
   a. Fold a napkin by the crown fold method.
   b. Fold a napkin by the standard rectangular method.
   c. Fold a napkin by the tent fold method.
   d. Change a tablecloth.
   e. Prepare and evaluate coffee.
   f. Prepare and evaluate iced tea.

# SIDEWORK
## UNIT VI

## INFORMATION SHEET

I. Terms and definitions

   A. Bussing--The act of removing used serviceware

   B. Centerfold--The center of the tablecloth

   C. Center items--A group of items placed in the center of the table

   D. Cover--A particular arrangement of a selection of plates, silver, glasses, and napkins

   E. Sidestand--A cabinet or set of shelves used to keep supplies

   F. Sidework--Work done by waiter/waitress or dining room attendant other than serving

   G. Silencer--A cloth that is placed between the table top and the tablecloth to prevent noise

   H. Station--A section of the dining room which is assigned to a waiter or waitress

   I. Condiments--Spices or flavorings which enhance the flavor of a prepared food

   J. Meal accompaniments--Condiments, decorative garnishes, and foods that complement the entree

   K. Crumbing--Gathering up crumbs or other loose matter from the table with a napkin or brush

II. Opening duties in the dining room

   (NOTE: These activities may be performed during slow periods of service by the waiter/waitress or dining room attendant.)

   A. Adjust lights and turn on necessary electrical or gas appliances

   B. See that tables, place mats, and/or linens are clean

   C. Dust and properly arrange chairs

   D. Wash and fill sugar bowls

   E. Clean and fill salt and pepper shakers

   F. See that ashtrays are cleaned and that matches are available

## INFORMATION SHEET

G. Check menus for cleanliness

H. See that "specials" are clipped on menus

I. Take care of flowers or any table decorations

J. See that the floor is clean and free from spilled foods

K. Dust window ledges

L. Fold napkins

M. Fill ice bins

N. Make beverages

O. Prepare creamers

P. Bring out necessary food items

Examples: Rolls, butter, pastries

III. Steps in preparing a table

A. Clean table with mild detergent and warm water

B. Place silencer on table if one is used

C. Place tablecloth or place mats on table

(NOTE: A professional way of placing the cloth on the table is to place the centerfold at center of the table and to simply open the cloth to cover the table top. If place mats are used, arrange neatly on the clean table.)

D. Set condiments, candles, and ashtray on table

E. Carry dinnerware, glassware, flatware, and napkins to the table using a clean tray

F. Set a cover at each place setting

(NOTE: Handle china by the edges, glassware by the bases or stems, and silverware by the handle as you set the cover. The amount of serviceware and the arrangement depend on the type of service and the meal to be served.)

G. Check to see that glasses and cups are inverted until the time of service

(NOTE: This is done as a sanitary precaution.)

## INFORMATION SHEET

H. Check to see that all centerpieces are fresh and clean

IV. Common items found in a sidestand

A. Coffee warmers with fresh coffee

B. Ice and tongs

C. Clean ashtrays and matches

D. Clean folded napkins

E. Clean cloths

F. Order pads, guest checks, and extra pencils

G. Condiments

Examples: Salt, pepper, steak sauce, catsup, mustard

H. Meal accompaniments

Examples: Lemon wedges, coffee cream, jelly, syrup, salad dressings, butter, crackers

I. Clean place mats

J. Silver and supplies for special food items

Examples: Straws, iced tea spoons, seafood forks

K. Clean menus

L. Tip trays

## INFORMATION SHEET

M. China, silver, and glasses to set up covers

(NOTE: The sidestand should be kept clean and neat at all times.)

N. High chair

V. Reasons for studying the menu

A. Improves customer relations

B. Builds a good image of the operation

C. Helps worker answer guest questions

D. Keeps worker updated on menu items

(NOTE: Depending on the type of food service operation, a menu can change periodically or even daily.)

E. Makes worker aware of preparation time

VI. Items of information needed to answer questions about food preparation

A. Methods of preparation

1. Baked--Cooked by dry, continuous heat in an oven
2. Broiled--Under a direct source of heat in a broiler
3. Fried--Cooked in hot fat
4. Grilled--Cooked over direct heat
5. Roasted--Cooked uncovered without water added, usually in an oven
6. Steamed--Cooked in steam with or without pressure

B. Preparation times

1. Depends on the equipment, the efficiency of the cook, and the number of orders already placed
2. Affected by actual cooking time

Example:

| Approximate Cooking Times | |
|---|---|
| Eggs | 10 minutes |
| Fish, fried or broiled | 10-15 minutes |
| Liver | 15 minutes |
| Chateaubriand | 30 minutes |
| Steak, 1 inch thick | |
| Rare | 10 minutes |
| Medium | 15 minutes |
| Well | 20 minutes |

## INFORMATION SHEET

| | |
|---|---|
| Lamb Chops | 20 minutes |
| Pork Chops | 15-20 minutes |
| Game | 30-40 minutes |
| Fried Chicken | 10-20 minutes |
| Souffle | 35 minutes |

3. Can best be learned by on-the-job experience

VII. Bussing procedures

A. Prepare equipment for service

Examples: Bus tray, bus cart, bus pan or bar

B. Should be done as rapidly and as quietly as possible

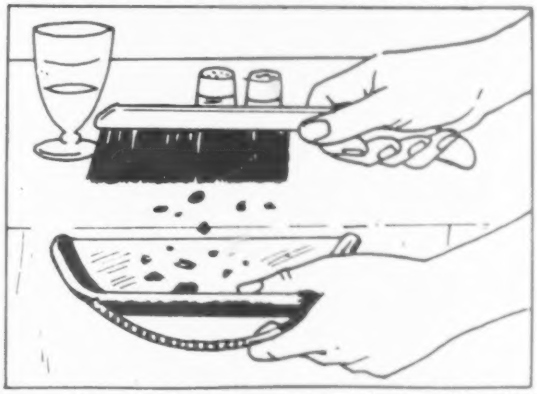
C. Cover bus tub or tray containing soiled dishes with a clean napkin or side towel when left in the dining area

D. Place dishes and glasses in separate bus tubs to prevent breakage

E. Change tablecloth or place mats from table by folding so that crumbs will not fall on floor (Transparency 1)

F. Crumb tables into napkin or pan

(NOTE: Do not crumb table onto floor.)



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G. Clear table completely and wipe as needed

H. Check to make sure table and chairs are free of crumbs or spills

I. Check to make sure floor around the table is clean

J. Reset table properly for type of service

K. Always handle the glasses, china, and flatware in such a way that food or mouth contact surfaces are not touched

# INFORMATION SHEET

VIII. Closing duties

(NOTE: These duties are performed between lunch and dinner and also at the end of the day.)

A. Leave your station, sidestand, and kitchen clean and orderly

B. Collect all ashtrays and empty into a fireproof container

C. Remove and refill salt, pepper, and sugar

(NOTE: Container should be wiped with damp cloth regularly.)

D. Take all condiments and meal accompaniments to the refrigerator as appropriate

E. Creamers and butter dishes should be emptied out into large containers

F. Strip the tables of their tablecloths or place mats

G. Assemble all the serviceware for use the next morning

(NOTE: Cover serviceware with napkin.)

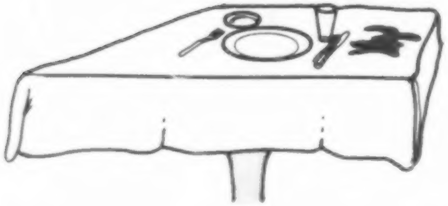
H. Empty and clean coffee equipment

I. Return all used food to kitchen

J. Turn off lights and all equipment

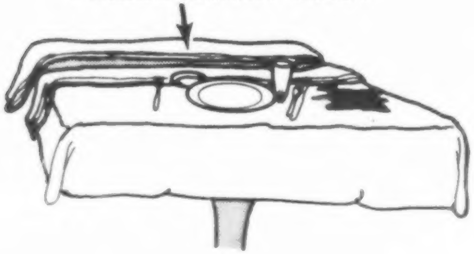
# Changing a Tablecloth with Cover

Soiled Cloth



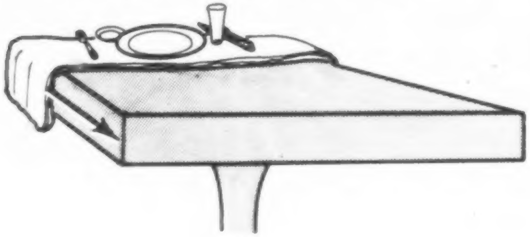
1

Folded Clean Cloth



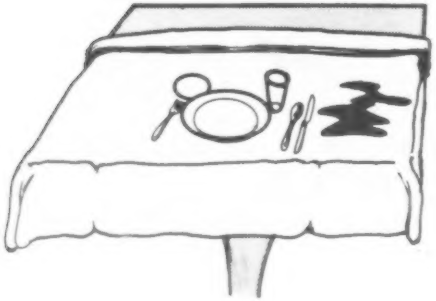
2

Pull Gently on Edge of Cloth



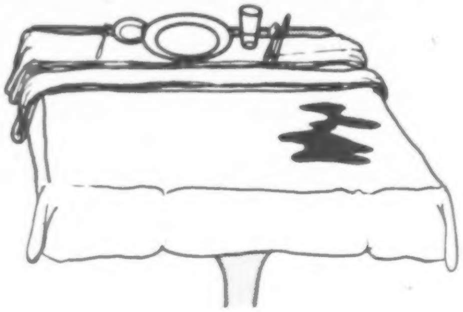
3

Fold Back Soiled Cloth



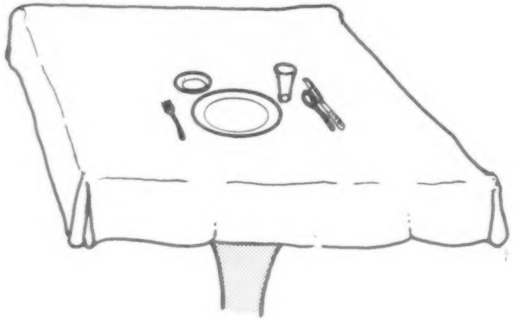
4

Move Dishes onto Clean Cloth



5

Clean Cloth in Place



6

# SIDEWORK
# UNIT VI

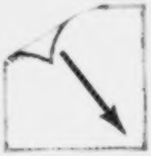
## JOB SHEET #1--FOLD A NAPKIN BY THE CROWN FOLD METHOD

I. Material--Standard eighteen inch linen napkin

II. Procedure

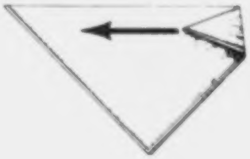
A. Fold corner to corner (Figure 1)

FIGURE 1



B. Fold far corner to far corner (Figure 2)

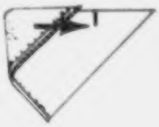
FIGURE 2



C. Repeat step B

D. Fold left corner 3/4 way over (Figure 3)

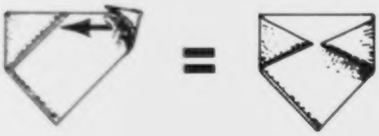
FIGURE 3



## JOB SHEET #1

E. Fold right corner 3/4 way over (Figure 4)

FIGURE 4



F. Stand up napkin in center of cover

## SIDEWORK
## UNIT VI

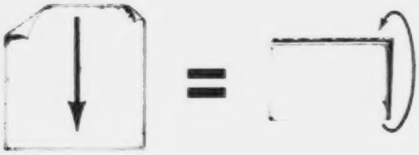
## JOB SHEET #2--FOLD A NAPKIN BY THE STANDARD RECTANGULAR METHOD

I. Material--Standard eighteen inch linen napkin

II. Procedure

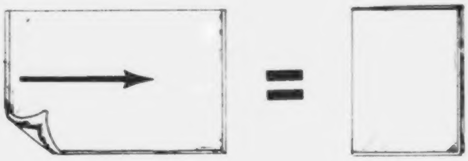
A. Fold napkin end to end (Figure 1)

FIGURE 1



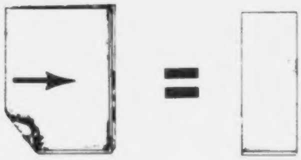
B. Turn napkin over and fold left end of napkin over to right end (Figure 2)

FIGURE 2



C. Fold napkin in half so that all loose pieces are at the bottom and on the right of the napkin (Figure 3)

FIGURE 3



D. Place napkin to left of the forks, under the forks, or in the center of the cover

# SIDEWORK
# UNIT VI

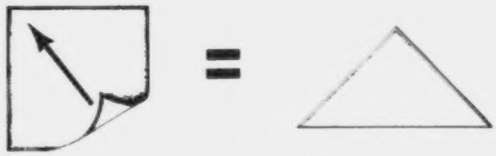
## JOB SHEET #3--FOLD A NAPKIN BY THE TENT FOLD METHOD

I. Material--Standard eighteen inch linen napkin

II. Procedure

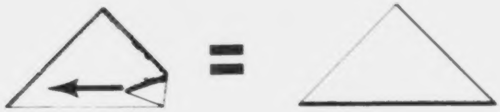
A. Fold corner to corner (Figure 1)

FIGURE 1



B. Fold far corner to far corner (Figure 2)

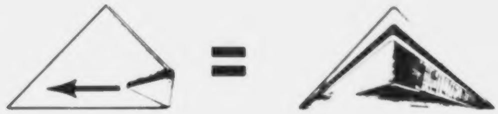
FIGURE 2



C. Repeat step B

D. Fold far corner and stand in center of cover like a tent (Figure 3)

FIGURE 3



## SIDEWORK
## UNIT VI

## JOB SHEET #4--CHANGE A TABLECLOTH

I. Equipment and materials

  A. Table

  B. Tablecloths

  C. Salt and pepper shakers

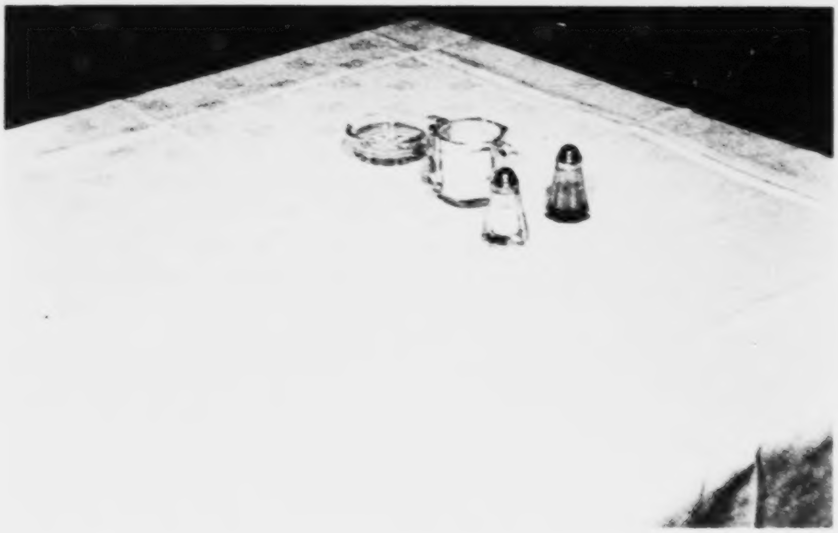
  D. Sugar bowl

  E. Ashtray

II. Procedure

  A. Move center setting close to edge of table nearest you (Figure 1)

FIGURE 1



## JOB SHEET #4

B. Take clean cloth with double fold between thumb and index finger and single folds (2) between index and middle and middle and ring fingers (Figure 2)

FIGURE 2

C. Spread arms as wide as the table, if possible (Figure 2)

D. Drop hemmed edge (bottom of your cloth) over the back edges of table (Figure 2)

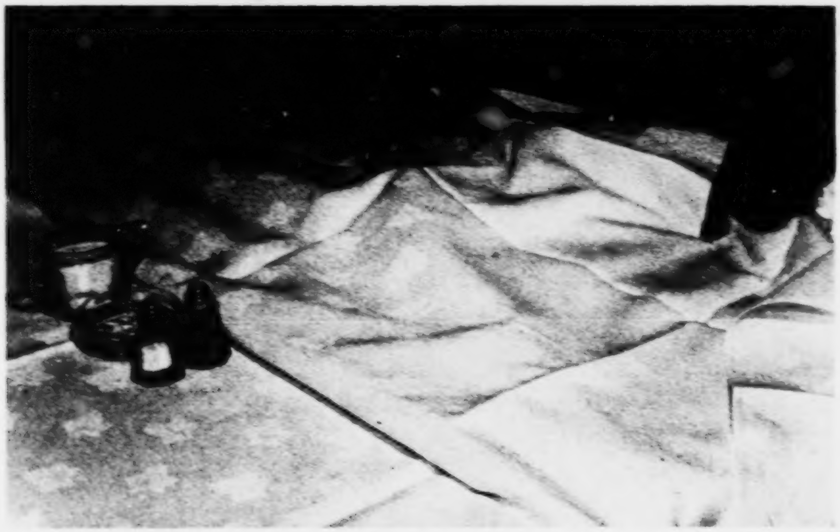
E. Grasp soiled cloth with butt of your palm and little finger

F. Release the double fold (between thumb and index finger) and pull to center of table while continuing to hold the soiled cloth

## JOB SHEET #4

G. Move center settings to opposite side of table (Figure 3)

FIGURE 3

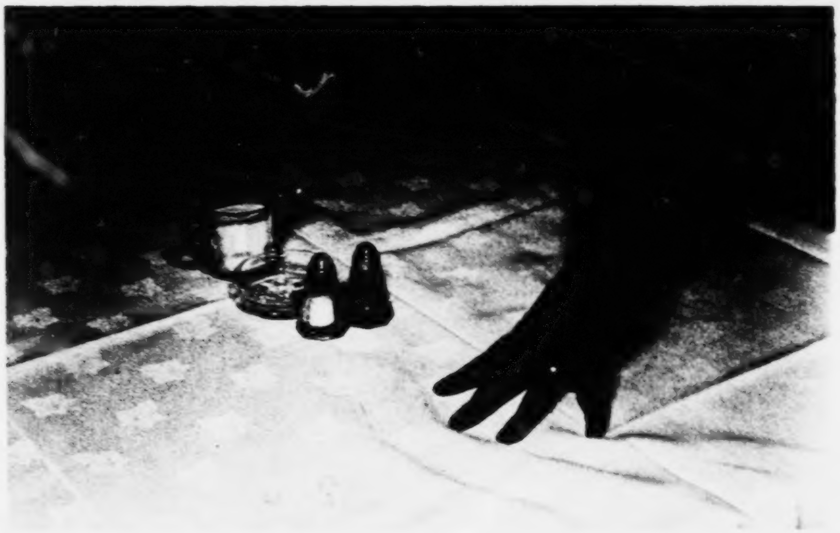


H. Grasp clean cloth between thumb and index finger and soiled cloth with butt of hand and little finger (Figure 3)

I. Pull remaining hemmed edge toward you, and grasp soiled cloth again at edge nearest you (Figure 3)

J. Center the clean cloth (Figure 4)

FIGURE 4



## JOB SHEET #4

K. Remove soiled cloth by continuing to grasp at both ends

L. Check that all folds are even

## SIDEWORK
## UNIT VI

### JOB SHEET #5--PREPARE AND EVALUATE COFFEE

I. Equipment--Automatic drip coffee pot

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Coffee

YIELD 12 cups PORTION 6 oz

UTENSILS Coffee filter

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Coffee | 1 premeasured packet | 1. Place filter in basket<br>2. Add premeasured coffee to filter basket<br>3. Spread coffee evenly<br>4. Place filter basket in place |
| Water, fresh | 12 cups | 5. Add water to unit<br>6. Push "ON" button<br>7. Remove filter and grounds upon completion of brewing and dump in designated area<br>8. Check holding temperature to make sure it is correct (180°F)<br>9. Rinse basket with hot water and let air dry |

NOTES:

## JOB SHEET #5

III. Evaluation

A. Evaluate coffee using the following form. Rate each standard of quality placing an "X" in the appropriate columns; then total the points and compare with the scores below.

| Standards of quality | Comments | Excellent (5 pts) | Good (4 pts) | Fair (3 pts) | Poor (2 pts) |
|---|---|---|---|---|---|
| Appearance | Medium brown color with no visible particles or oiliness | | | | |
| Freshness | No-cloudiness<br>Not stale | | | | |
| Flavor | Mellow<br>Fresh<br>Not bitter | | | | |
| Aroma | Pleasing | | | | |
| Temperature | Hot when served | | | | |

Scoring

Total Points ____________

20-25 points. . . . . . . .Servable; good technique
15-20 points. . . . . . . .Check technique; serve with improvement in mind
10-15 points. . . . . . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

# SIDEWORK
# UNIT VI

## JOB SHEET #6--PREPARE AND EVALUATE ICED TEA

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Iced Tea

YIELD 3 gal PORTION 8-9 ounce

UTENSILS Stainless steel container, measuring utensil

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Tea bags | 6-1 oz | 1. Place tea bags in stainless steel<br>2. Add boiling water |
| Water, boiling | 1 gal | 3. Steep 4-6 bags |
| Water, cold | 2 gal | 4. Remove bags<br>5. Pour hot tea into cold water |
| Ice, chipped or cubed | 10-15 lb | 6. Fill 12 oz glasses with ice<br>7. Pour tea over ice just before serving |

(NOTE: Always pour the hot tea concentrate into the cold water. Do not refrigerate or ice the tea prior to service. Cloudiness develops in tea that has been refrigerated.)

## JOB SHEET #6

III. Evaluation

A. Evaluate iced tea using the following form. Rate each standard of quality by placing an "X" in the appropriate columns; then total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts) | Good (4 pts) | Fair (3 pts) | Poor (2 pts) |
|---|---|---|---|---|---|
| Appearance | Color light<br>brown-golden<br>No particles | | | | |
| Freshness | No cloudiness | | | | |
| Flavor | Brisk<br>Somewhat tart<br>Not bitter | | | | |
| Aroma | Pleasing | | | | |
| Temperature | Cold | | | | |

Scoring: Total Points ________

20-25 points. . . . . . . . .Servable; good technique
15-20 points. . . . . . . . .Check technique; serve with improvement in mind
10-15 points. . . . . . . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

# TABLE SETTINGS
## UNIT III

## UNIT OBJECTIVE

After completion of this unit, the student should be able to distinguish between different parts of the cover and select true statements concerning the basic rules for setting a cover. The student should also be able to set a basic restaurant cover and a complete dinner cover. This knowledge will be evidenced by correctly performing the procedures outlined in the job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to table settings with their correct definitions.
2. Distinguish between different parts of the cover.
3. List accessories for the table.
4. Select true statements concerning the basic rules for setting a cover.
5. Identify parts of the traditional American cover.
6. Complete a list of parts of the traditional formal cover.
7. Select common types of restaurant covers.
8. Demonstrate the ability to:
    a. Set a basic restaurant cover.
    b. Set a complete breakfast cover.
    c. Set a complete luncheon cover.
    d. Set a complete dinner cover.
    e. Set a dinner appetizer cover.

# TABLE SETTINGS
## UNIT III

## INFORMATION SHEET

I. Terms and definitions

A. Cover--Arrangement of china, silverware, napkin, and glassware at each place setting

B. Dinnerware--Plates of all sizes including dishes, cups, saucers, and underliners

C. Flatware--Knives, forks, and spoons, regardless of style or usage

D. Glassware--Glass decanters, pitchers, and all drinking vessels used at table or bar

E. Holloware--Service items of depth or volume including platters, trays, and stands

F. Hors d'oeuvre--Appetizer usually eaten with the fingers

G. Linen--Part of the table setting used to cover a table before places are set or to serve as a lap cover for guest

Examples: Tablecloth, napkin

H. Underliner--Extra part of dinnerware placed under service pieces

Example: Dessert bowl or soup cup with underliner

## INFORMATION SHEET

II. Parts of the cover

A. Dinnerware

(NOTE: This is also referred to as china.)

1. Dinner plate
2. Lunch plate
3. Salad or dessert plate
4. Bread and butter plate
5. Soup or salad bowl
6. Dessert bowl

   (NOTE: This is also referred to as a monkey dish.)

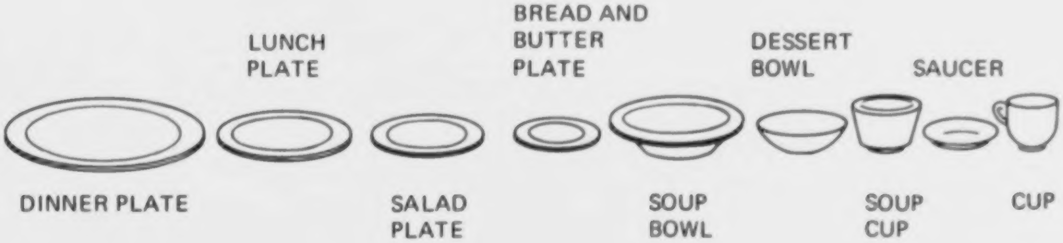
7. Vegetable bowl

   (NOTE: A vegetable bowl is similar to the dessert bowl and serves a 4 oz. portion.)

8. Soup cup

   (NOTE: This is also referred to as a boullion cup.)

9. Saucer
10. Cup



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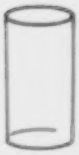
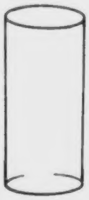
## INFORMATION SHEET

B. Glassware

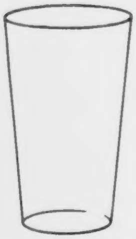
1. Small juice glass
2. Large juice glass
3. Water or milk glass
4. Iced tea glass
5. Sherbet glass
6. Parfait glass



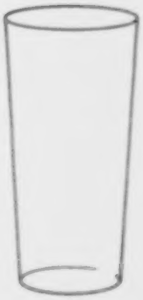
SMALL
JUICE
GLASS
2 oz



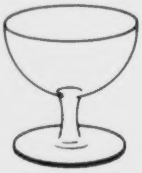
JUICE
GLASS
4 oz



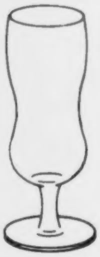
MILK
OR WATER
GLASS
8 oz



ICED
TEA
GLASS
10 oz



SHERBET
GLASS



PARFAIT
GLASS

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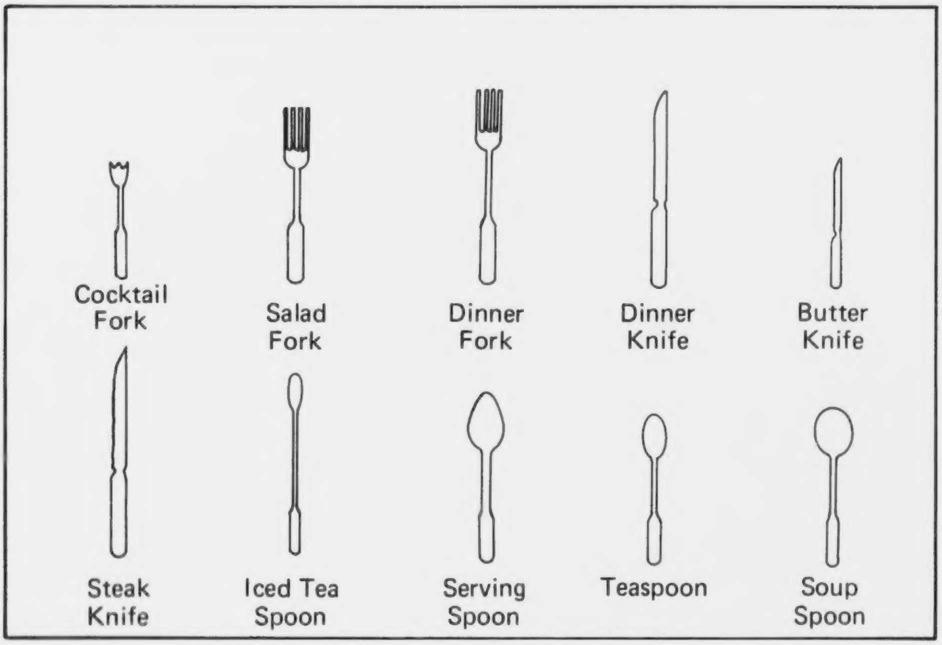
## INFORMATION SHEET

C. Flatware

(NOTE: This is also referred to as silverware.)

1. Cocktail fork or oyster fork
2. Salad fork
3. Dinner fork
4. Dinner knife
5. Butter knife
6. Steak knife
7. Iced tea spoon or parfait spoon
8. Serving spoon
9. Teaspoon
10. Soup or boullion spoon



## INFORMATION SHEET

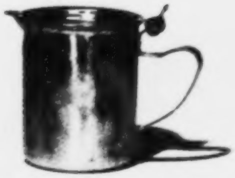
- D. Linen
  - 1. Table cloths
  - 2. Napkins
  - 3. Place mats
  - 4. Bibs
  - 5. Silence cloth

III. Accessories for the table

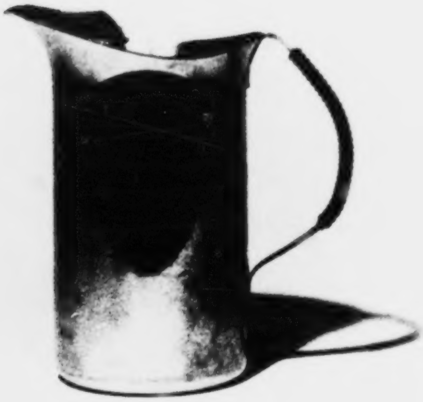
- A. Salt and pepper shakers
- B. Ashtrays
- C. Bread baskets
- D. Candles
- E. Flowers
- F. Condiment server
- G. Holloware
  - 1. Pitchers
  - 2. Creamers
  - 3. Sugar bowls
  - 4. Ice buckets
  - 5. Tea and coffee sets
  - 6. Platters
  - 7. Trays
  - 8. Stands
  - 9. Bowls
  - 10. Tureens

## INFORMATION SHEET

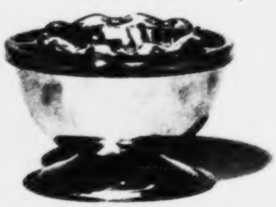
11. Punch bowl
12. Supreme set



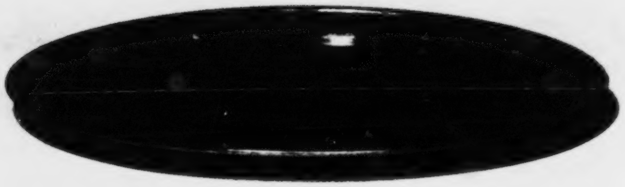
Creamer



Pitcher



Supreme set

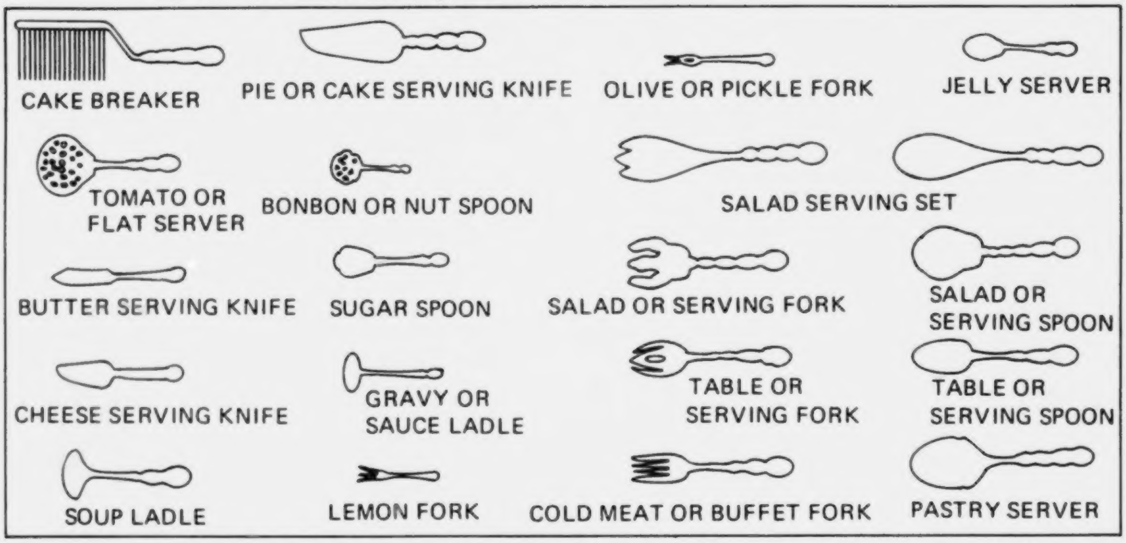


Tray

## INFORMATION SHEET

H. Serving pieces

1. Pastry server
2. Serving spoon
3. Serving fork
4. Soup ladle
5. Sugar spoon
6. Gravy or sauce ladle
7. Pie or cake serving knife



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IV. Basic rules for setting a cover

A. Knives and spoons are put on the right side of the cover

B. Knife should be placed with the cutting edge toward the plate

C. Forks are put on the left side of the cover

D. Flatware is placed in order of use starting from the outside with forks from left, and knives and spoons from the right

E. Napkin is placed to the left of the forks, under the forks, or in the center of the cover

F. Water glass is placed above the dinner knife

## INFORMATION SHEET

G. Always replace china, glassware, and flatware that have water spots or dried foods on them

H. Base of all flatware should be even and placed 2 inches from the edge of the table

V. Traditional American cover

A. Breakfast and lunch (Transparency 1)

1. Dinner fork
2. Dinner knife
3. Teaspoon
4. Napkin
5. Bread and butter plate
6. Butter spreader (optional)
7. Water glass

B. Dinner (Transparency 2)

1. Dinner forks, 2
2. Dinner knife
3. Bread and butter spreader
4. Teaspoons, 2
5. Service plate (optional)
6. Napkin
7. Bread and butter plate
8. Water glass

VI. Traditional formal cover (Transparency 3)

(NOTE: This cover can be used for both French and Russian service.)

A. Hors d'oeuvre plate

B. Napkin

C. Dinner fork

## INFORMATION SHEET

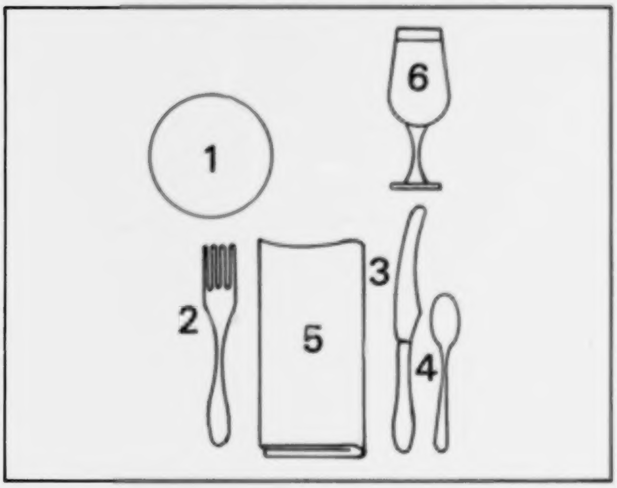
- D. Dinner knife
- E. Soup spoon
- F. Bread and butter plate
- G. Butter spreader
- H. Dessert fork
- I. Dessert spoon
- J. Water glass

VII. Common types of restaurant covers

- A. Basic restaurant (Transparency 4)
- B. Complete breakfast (Transparency 5)
- C. Complete luncheon (Transparency 6)
- D. Dinner with appetizer (Transparency 7)
- E. Dinner with salad (Transparency 8)
- F. Complete dinner (Transparency 9)
- G. Salad served before entree (Transparency 10)
- H. Salad served with entree (Transparency 11)
- I. Entree served with side dish (Transparency 12)
- J. Dessert (Transparency 13)

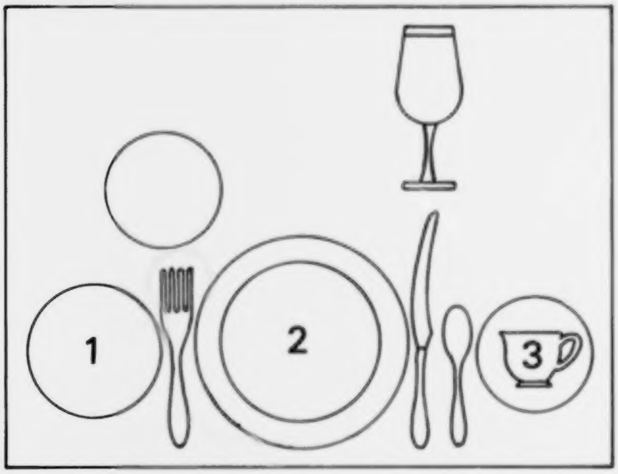
# American Breakfast and Lunch Cover

## Start of Service



1. Bread and Butter Plate
2. Dinner Fork
3. Dinner Knife
4. Teaspoon
5. Napkin
6. Water Glass

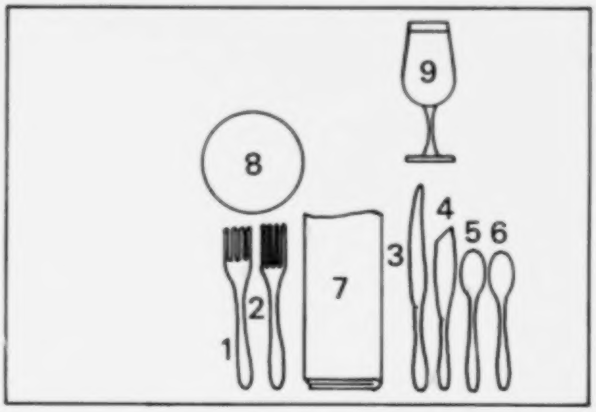
## After Food Is Served



1. Plate for Breakfast Toast or Luncheon Salad
2. Entree Plate
3. Cup and Saucer

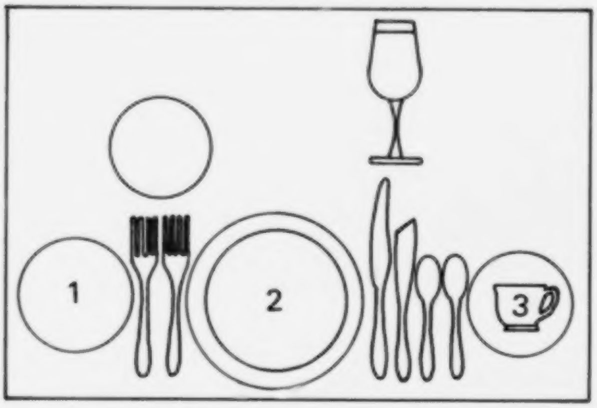
# American Dinner Cover

## Start of Service



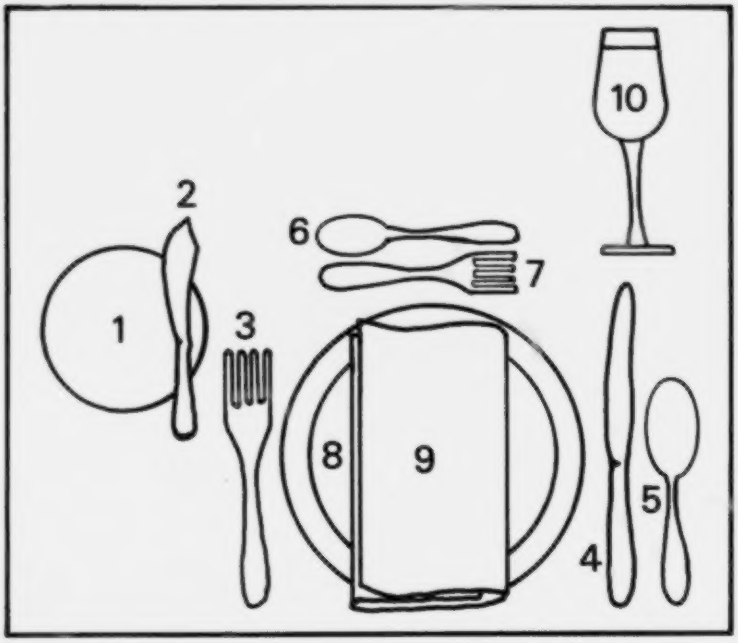
1. Dinner Fork
2. Dinner Fork
3. Knife
4. Butter Spreader
5. Teaspoon
6. Teaspoon
7. Napkin
8. Bread and Butter Plate
9. Water Glass

## As Food Is Served



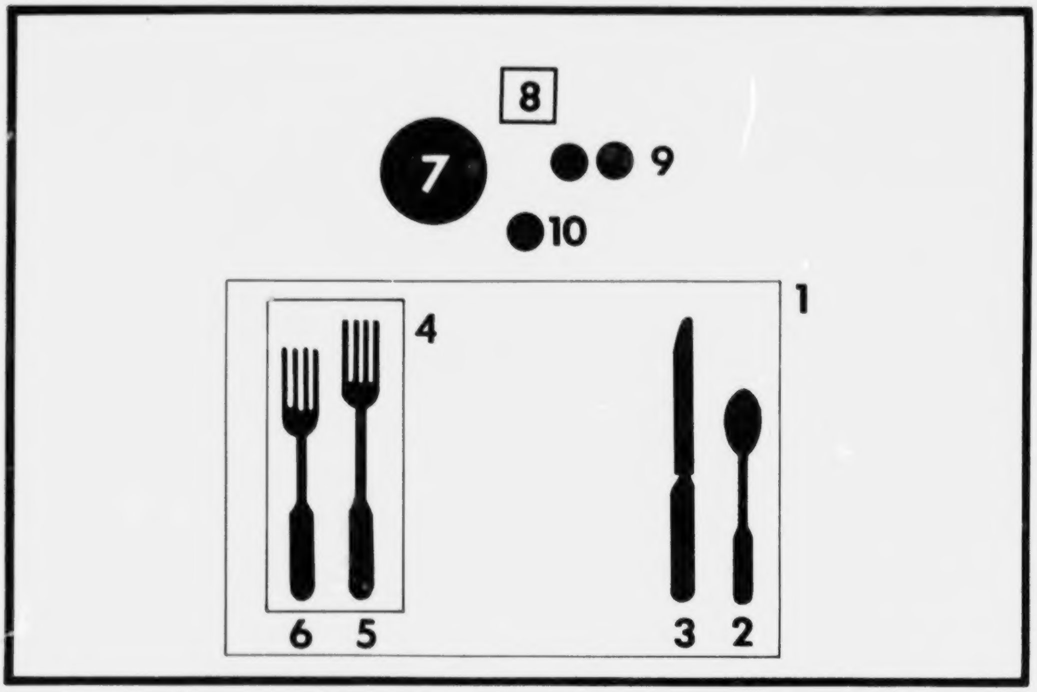
1. Salad Plate
2. Service Plate
3. Cup and Saucer

# Formal Restaurant Cover



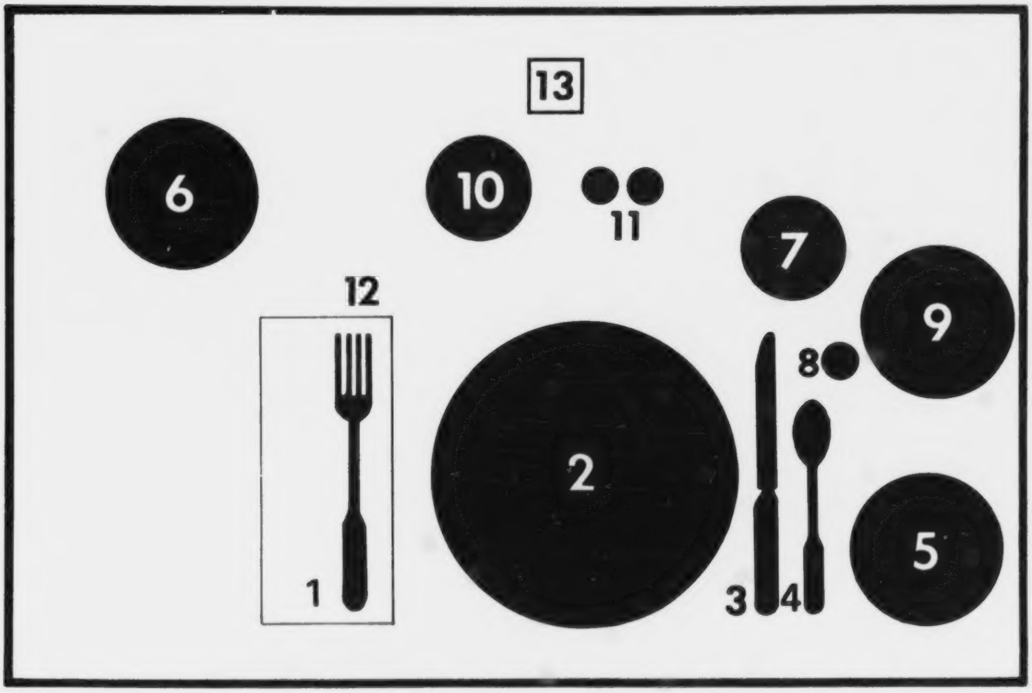
| | |
|---|---|
| 1. Butter Plate | 6. Dessert Spoon |
| 2. Butter Spreader | 7. Dessert Fork |
| 3. Dinner Fork | 8. Hors d'oeuvre Plate |
| 4. Dinner Knife | 9. Napkin |
| 5. Soup Spoon | 10. Water Glass |

# Basic Restaurant Cover



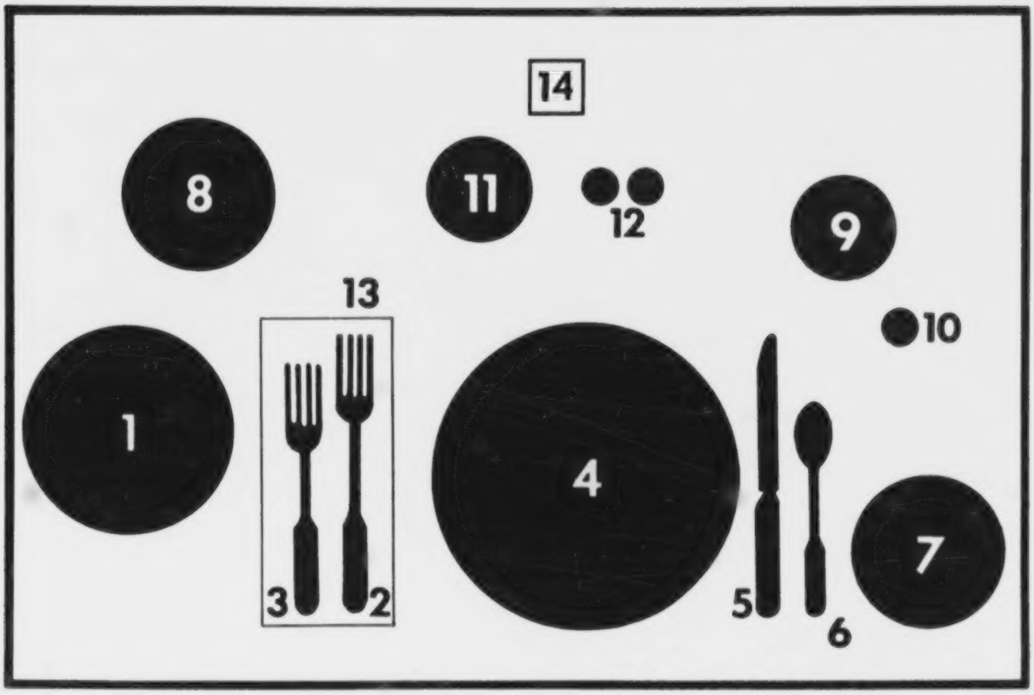
1. Place Mat
2. Teaspoon
3. Dinner Knife
4. Napkin
5. Dinner Fork
6. Salad Fork
7. Sugar Bowl or Rack
8. Ashtray
9. Salt and Pepper
10. Cream Pitcher

# Complete Breakfast Cover



1. Dinner Fork
2. Breakfast Plate
3. Knife
4. Teaspoon
5. Cup and Saucer
6. Bread and Butter Plate
7. Water Glass
8. Creamer
9. Coffeepot on Underliner
10. Sugar Bowl and Spoon
11. Salt and Pepper Shakers
12. Napkin
13. Ashtray

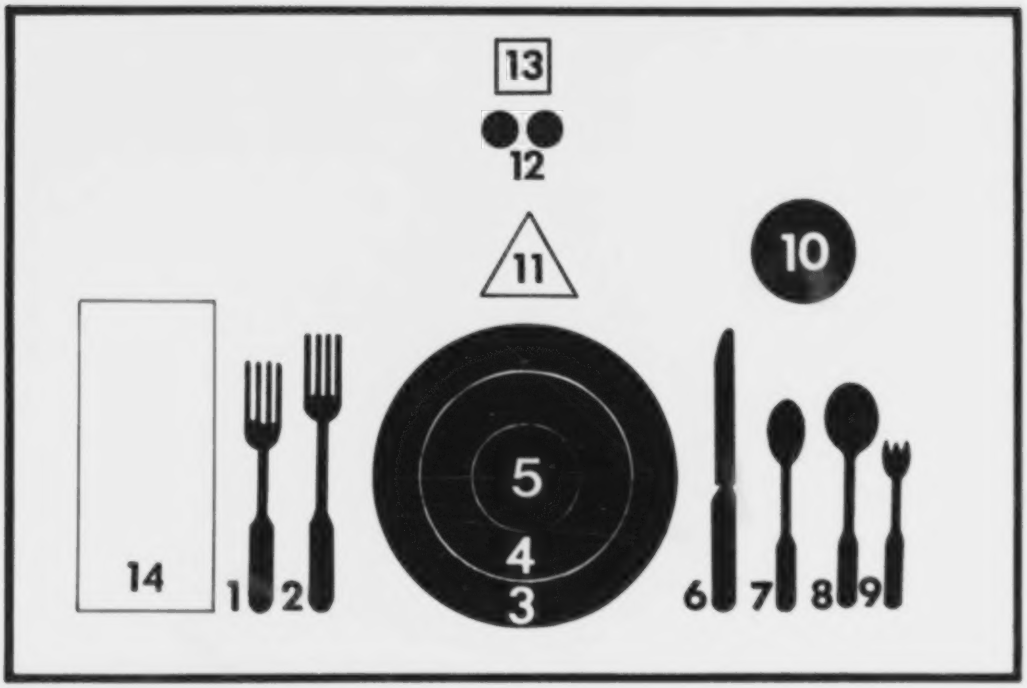
# Complete Luncheon Cover



| | |
|---|---|
| 1. Salad Plate | 8. Bread and Butter Plate |
| 2. Dinner Fork | 9. Water Glass |
| 3. Salad Fork | 10. Creamer |
| 4. Dinner Plate | 11. Sugar Bowl |
| 5. Dinner Knife | 12. Salt and Pepper Shakers |
| 6. Teaspoon | 13. Napkin |
| 7. Cup and Saucer | 14. Ashtray |

# Dinner

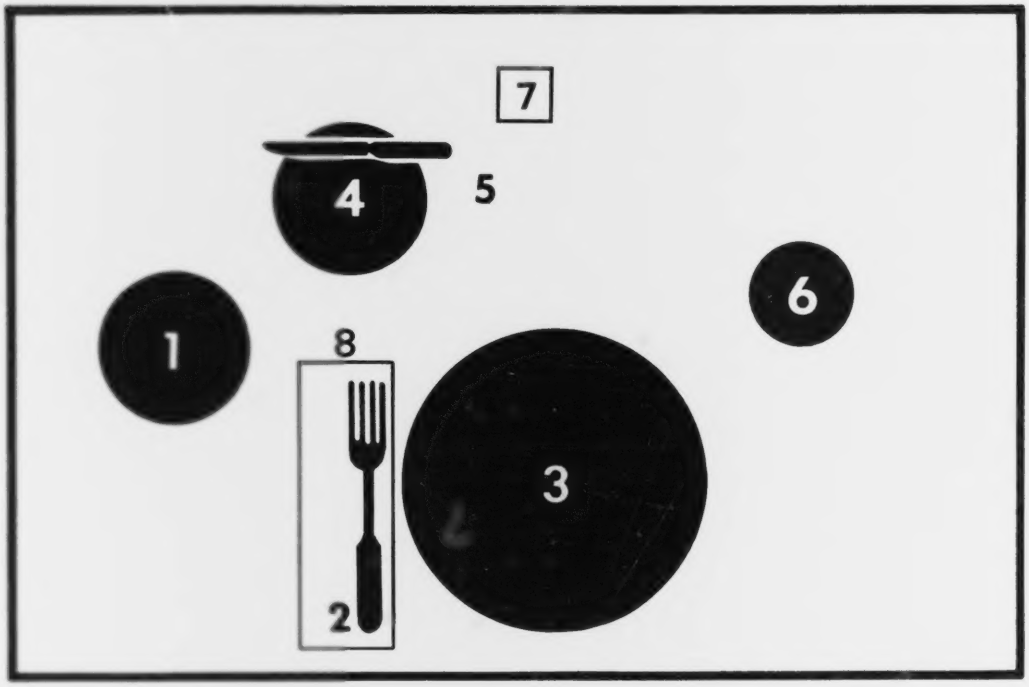
## Appetizer Cover



| | |
|---|---|
| 1. Salad Fork | 8. Soup Spoon |
| 2. Dinner Fork | 9. Cocktail Fork |
| 3. Cover Plate | 10. Water Glass |
| 4. Underliner | 11. Napkin (Crown Fold) |
| 5. Cocktail Glass | 12. Salt and Pepper Shakers |
| 6. Dinner Knife | 13. Ashtray |
| 7. Teaspoon | 14. Napkin |

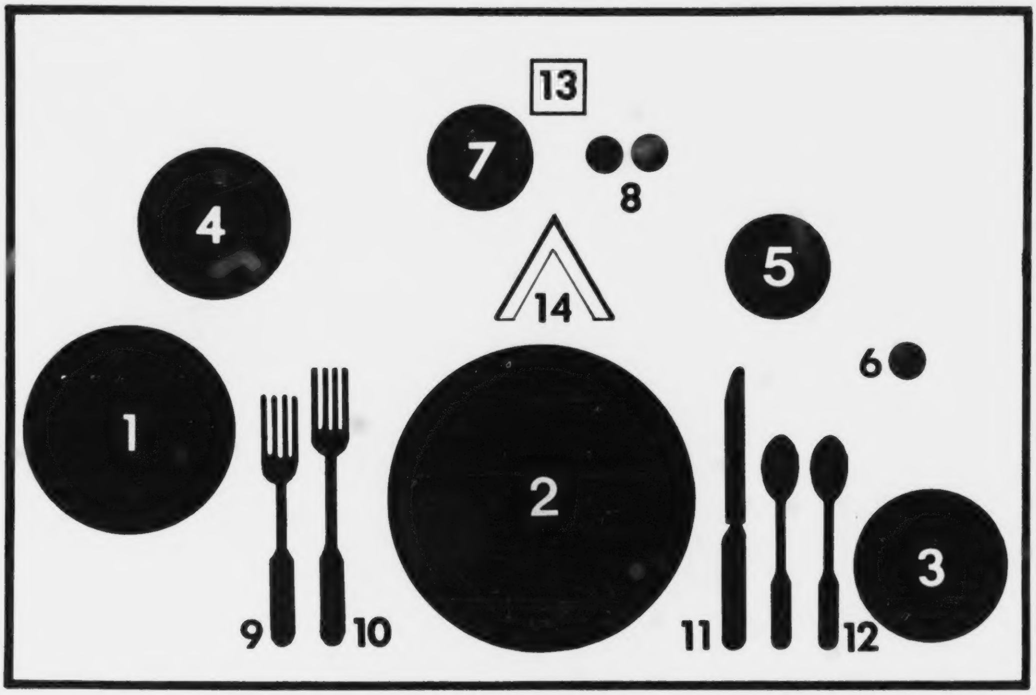
# Dinner

## Salad Cover



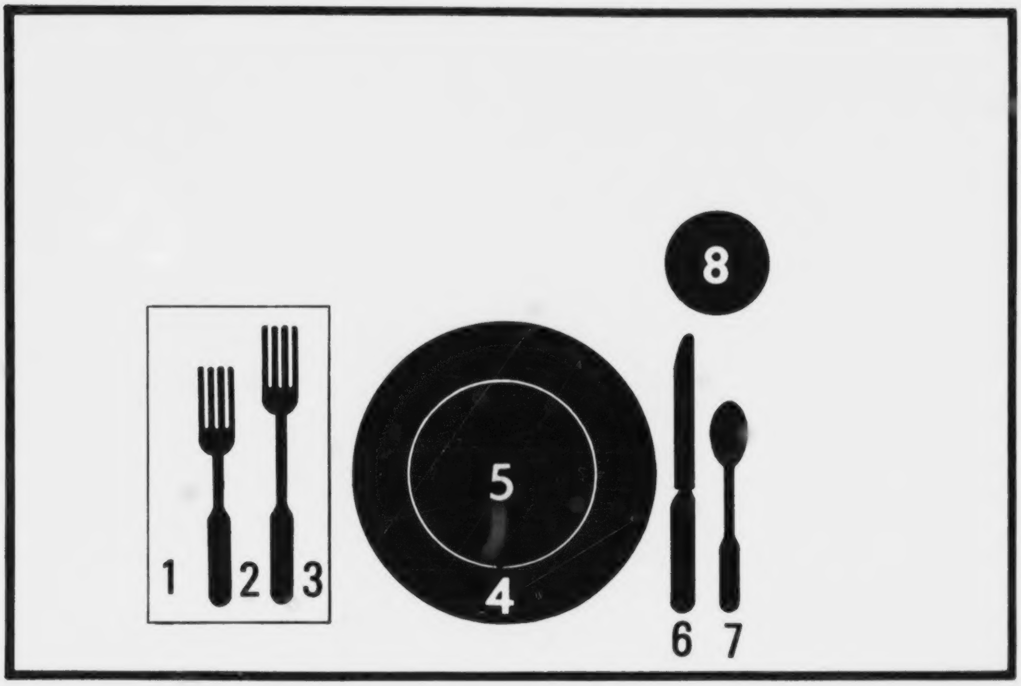
| | |
|---|---|
| 1. Plate of Wafers | 5. Butter Spreader |
| 2. Salad Fork | 6. Water Glass |
| 3. Salad Plate | 7. Ashtray |
| 4. Bread and Butter Plate | 8. Napkin |

# Complete Dinner Cover



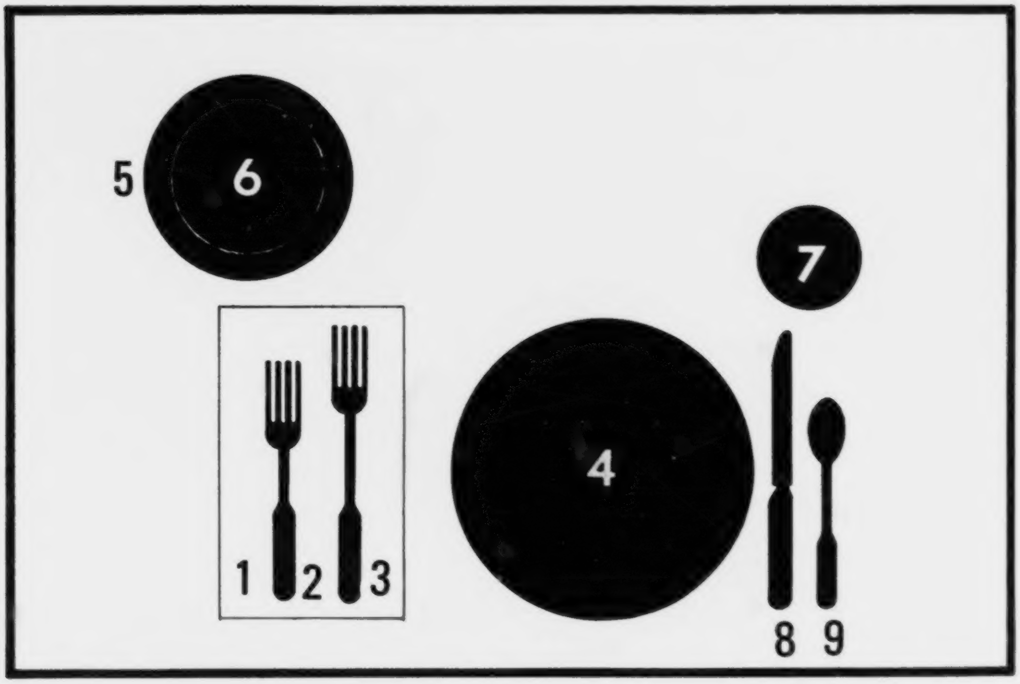
1. Salad Plate
2. Dinner Plate
3. Cup and Saucer
4. Bread and Butter Plate
5. Water Glass
6. Creamer
7. Sugar Bowl
8. Salt and Pepper Shakers
9. Salad Fork
10. Dinner Fork
11. Dinner Knife
12. Teaspoons
13. Ashtray
14. Napkin (Tent Fold)

# Salad Served before Entree



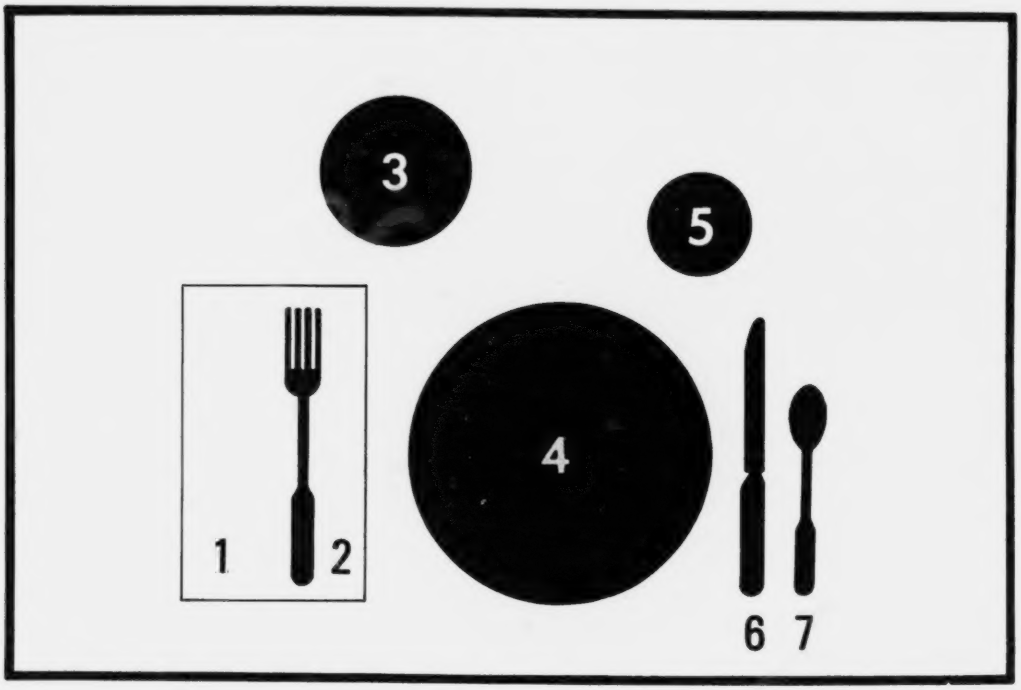
1. Napkin
2. Salad Fork
3. Dinner Fork
4. Underliner
5. Salad Bowl
6. Dinner Knife
7. Teaspoon
8. Water Glass

# Salad Served with Entree



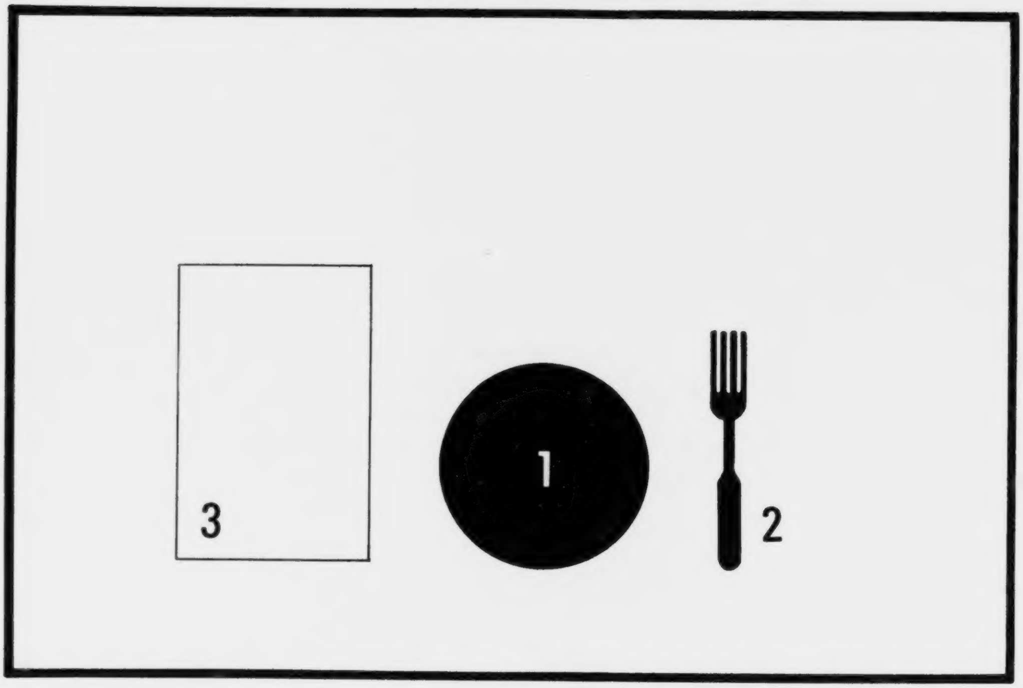
1. Napkin
2. Salad Fork
3. Dinner Fork
4. Dinner Plate
5. Underliner
6. Salad Bowl
7. Water Glass
8. Dinner Knife
9. Teaspoon

# Entree Served with Side Dish



1. Napkin
2. Dinner Fork
3. Monkey Dish
4. Dinner Plate
5. Water Glass
6. Dinner Knife
7. Teaspoon

# Dessert



1. Dessert Plate
2. Dessert Fork
3. Napkin

# TABLE SETTINGS
# UNIT III

## JOB SHEET #1--SET A BASIC RESTAURANT COVER

I. Materials

   A. Table

   B. Place mat

   C. Teaspoon

   D. Dinner knife

   E. Napkin

   F. Salad fork

   G. Sugar bowl or rack

   H. Ashtray

   I. Dinner fork

   J. Salt and pepper shakers

II. Procedure

   (NOTE: Refer to Transparency 4 for visual aid.)

   A. Lay the place mat on the table 2" from the edge of the table

   B. Place the napkin on the left side of the place mat with the bottom of the napkin even with the bottom of the place mat

      (NOTE: The folded edge of the napkin should be on the right.)

   C. Place the dinner fork on the right side of the napkin with the base of the fork even with the base of the napkin

   D. Place the salad fork to the left of the dinner fork with the base of the salad fork even with the base of the dinner fork

   E. Place the teaspoon on the right edge of the place mat with the base of the teaspoon even with the bottom of the place mat

   F. Place the dinner knife to the left and next to the teaspoon with the base of the dinner knife even with the base of the teaspoon

      (NOTE: Knife blade should always face toward plate.)

   G. Place the ashtray in the center of the table

   H. Place the salt and pepper shakers on the right of the ashtray

   I. Place the sugar bowl on the left of the ashtray

## TABLE SETTINGS
## UNIT III

## JOB SHEET #2--SET A COMPLETE BREAKFAST COVER

I. Materials

- A. Table
- B. Place mat
- C. Plate of toast
- D. Dinner fork
- E. Breakfast plate
- F. Knife
- G. Teaspoon
- H. Cup and saucer
- I. Bread and butter plate
- J. Water glass
- K. Creamer
- L. Coffeepot on underliner
- M. Sugar bowl and spoon
- N. Salt and pepper shakers
- O. Napkin
- P. Ashtray

II. Procedure

(NOTE: Refer to Transparency 5 for visual aid.)

- A. Lay the place mat on the table 2" from the edge of the table
- B. Place the breakfast plate in the center of the cover and two inches from the edge of the table
- C. Place the napkin on the left side of the place mat with the bottom of the napkin even with the bottom of the place mat

  (NOTE: The folded edge of the napkin should be on the right.)
- D. Place the dinner fork on the right side of the napkin with the base of the fork even with the bottom of the napkin

## JOB SHEET #2

E. Place the teaspoon on the right edge of the place mat with the base of the teaspoon even with the bottom of the place mat

F. Place the dinner knife to the left and next to the teaspoon with the base of the dinner knife even with the base of the teaspoon

(NOTE: Knife blade should always face toward plate.)

G. Place the water glass at the top of the knife

H. Place the coffeepot underliner on the right side of the teaspoon with the edge just above teaspoon

I. Place coffeepot on underliner

J. Place creamer between teaspoon and coffeepot

K. Place coffee saucer directly below coffeepot, to the right of teaspoon and even with breakfast plate

L. Place coffee cup in saucer

M. Place the ashtray in the center of the table

N. Place the salt and pepper shakers on the right of the ashtray

O. Place the sugar bowl on the left of the ashtray

P. Place toast plate left of napkin and with tip edge of plate even with top edge of breakfast plate

Q. Place bread and butter plate above toast plate and even with left edge of napkin

# TABLE SETTINGS
# UNIT III

## JOB SHEET #3--SET A COMPLETE LUNCHEON COVER

I. Material

- A. Table
- B. Place mat
- C. Salad plate
- D. Dinner fork
- E. Salad fork
- F. Dinner plate
- G. Dinner knife
- H. Teaspoon
- I. Cup and saucer
- J. Bread and butter plate
- K. Water glass
- L. Creamer
- M. Sugar bowl
- N. Salt and pepper shakers
- O. Napkin
- P. Ashtray

II. Procedure

(NOTE: Refer to Transparency 6 for visual aid.)

- A. Lay the place mat on the table 2" from the edge of the table
- B. Place dinner plate in the center of the cover and two inches from the edge of the table
- C. Place the napkin on the left side of the place mat with the bottom of the napkin even with the bottom of the place mat

  (NOTE: The folded edge of the napkin should be on the right.)

## JOB SHEET #3

D. Place the dinner fork on the right side of the napkin with the base of the fork even with the bottom of the napkin

E. Place the salad fork to the left of the dinner fork with the base of the salad fork even with the base of the dinner fork

F. Place the teaspoon on the right edge of the place mat with the base of the teaspoon even with the bottom of the place mat

G. Place the dinner knife to the left and next to the teaspoon with the base of the dinner knife even with the base of the teaspoon

(NOTE: Knife blade should always face toward plate.)

H. Place the water glass at the top of the knife

I. Place creamer below and to the right of the water glass

J. Place coffee saucer to the right of teaspoon and even with dinner plate

K. Place coffee cup in saucer

L. Place the ashtray in the center of the table

M. Place the salt and pepper shakers on the right of the ashtray

N. Place the sugar bowl on the left of the ashtray

O. Place salad plate left of napkin with top edge of plate even with top edge of dinner plate

P. Place bread and butter plate above salad plate and even with left edge of napkin

# TABLE SETTINGS
# UNIT III

## JOB SHEET #4--SET A COMPLETE DINNER COVER

I. Materials

A. Table

B. Table cloth

C. Salad plate

D. Dinner plate

E. Cup and saucer

F. Bread and butter plate

G. Water glass

H. Creamer

I. Sugar bowl

J. Salt and pepper shakers

K. Salad fork

L. Dinner fork

M. Dinner knife

N. Teaspoons, 2

O. Ashtray

P. Napkin

II. Procedure

(NOTE: Refer to Transparency 9 for visual aid.)

A. Place tablecloth on table

(NOTE: Check to be sure it is free of wrinkles and hangs evenly on all sides.)

B. Place the dinner plate in the center of the cover and two inches from the edge of the table

C. Place the salad fork at the left edge of the cover with the base two inches from the edge of the table

## JOB SHEET #4

D. Place the dinner fork to the right and next to the salad fork with the base of the dinner fork even with that of the salad fork

E. Place two teaspoons on the right edge of the place mat with the base of the teaspoons even with the bottom of the place mat

F. Place the dinner knife to the left and next to the teaspoons with the base of the dinner knife even with the base of the teaspoons

G. Place the water glass at the top of the knife

H. Place creamer below and to the right of the water glass

I. Place coffee saucer to the right of the teaspoons and even with the dinner plate

J. Place coffee cup in saucer

K. Place the ashtray in the center of the table

L. Place the salt and pepper shakers on the right of the ashtray

M. Place the sugar bowl on the left of the ashtray

N. Place napkin above dinner plate

O. Place salad plate left of napkin with top edge of plate even with top edge of dinner plate

P. Place bread and butter plate above salad plate and even with left edge of napkin

# TABLE SETTINGS
# UNIT III

## JOB SHEET #5--SET A DINNER APPETIZER COVER

I. Materials

- A. Table
- B. Linen tablecloth
- C. Linen napkin
- D. Salad fork
- E. Dinner fork
- F. Cover plate
- G. Underliner plate (Salad plate or butter plate)
- H. Cocktail glass
- I. Dinner knife
- J. Teaspoon
- K. Soup spoon
- L. Cocktail fork
- M. Water glass
- N. Salt and pepper shakers

II. Procedure

(NOTE: Refer to Transparency 7 for visual aid.)

A. Place tablecloth on table

(NOTE: Check to be sure it is free of wrinkles and hangs evenly on all sides.)

B. Place the cover plate in the center of the cover and two inches from the edge of the table

C. Place the salad fork at the left edge of the cover with the base two inches from the edge of the table

D. Place the dinner fork to the right and next to the salad fork with the base of the dinner fork even with that of the salad fork

## JOB SHEET #5

E. Place the cocktail fork on the right edge of the cover with the base two inches from the edge of the table

F. Place the soup spoon to the left of the cocktail fork with the base even with the cocktail fork

G. Place the teaspoon to the left of the soup spoon with the base even with the soup spoon

H. Place the dinner knife to the left of the teaspoon with the blade towards the plate and the base of the dinner knife even with that of the teaspoon

(NOTE: The knife should be next to but not under the edge of the cover plate even if it means increasing the cover space.)

I. Place the water glass at the top of the knife

J. Place the underliner plate on the cover plate

K. Place the cocktail glass on the underliner plate

L. Stand the napkin above the center of the cover plate

M. Place the salt and pepper shakers in the center of the table

# USING A RECIPE
## UNIT IV

## UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate recipes, make a time-work plan, convert recipes, and use a recipe. This knowledge will be evidenced by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with using a recipe to the correct definitions.
2. Match mixing techniques to the correct descriptions.
3. Match cutting techniques to the correct descriptions.
4. Match cooking techniques to the correct descriptions.
5. Write recipe abbreviations used for weights, measures, time, and oven temperatures.
6. Match oven temperatures to oven dial settings.
7. Match common household measures used in recipes to their equivalents.
8. Arrange in order the steps for successful recipe use.
9. Evaluate recipes.
10. Make a time-work plan.
11. Convert recipes.
12. Use a recipe.

# USING A RECIPE
# UNIT IV

## INFORMATION SHEET

I. Terms and definitions

   A. Recipe--Directions for preparing a food

      (NOTE: Each recipe has two important parts: list of ingredients used and directions for combining.)

   B. Standard or tested recipe--Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

   C. Ingredient--Food item required for a specific task, job, or recipe

   D. Yield--Number of servings to be expected from a recipe

II. Mixing techniques and descriptions

   A. Beat--Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

   B. Blend or combine--Mix several ingredients so that they are well combined but not beaten

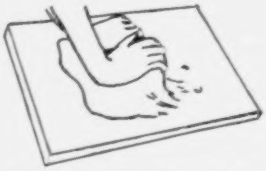
   C. Cream--Soften and blend until smooth and light by mixing with a spoon or electric mixer

D. Cut in--Cut fat into dry ingredients until mixture is in very small pieces

E. Fold in--Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

(NOTE: This mixing technique is used to combine a delicate mixture, such as beaten egg whites or whipped cream, with a solid material.)

F. Knead--Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand



G. Sift--Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

H. Stir--Mix ingredients with circular motion

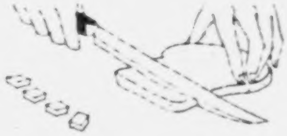
I. Whip--Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

Examples: Whipped cream or egg whites

III. Cutting techniques and descriptions

A. Chop--Cut into small irregularly shaped pieces

B. Cube--Cut into small pieces about 12.5 mm (1/2 in) in size

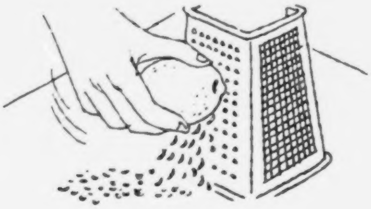


C. Cut--Divide foods into smaller pieces with a knife or with scissors

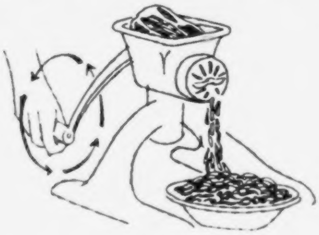
## INFORMATION SHEET

D. Dice--Cut into very small pieces about 6 mm (1/4 in) in size

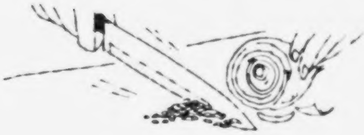
E. Grate--Rub food, such as lemon or orange peel, against grater to obtain fine particles



F. Grind--Cut by putting food through a food chopper or grinder



G. Mince--Cut into very small pieces, about 6 mm (1/4 in) or less

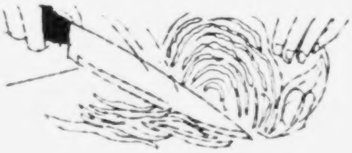


H. Pare--Trim away, usually with paring knife or vegetable peeler, a thin outside skin or covering

Examples: Potatoes, apples, carrots

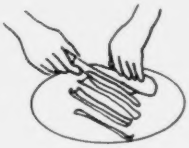
(CAUTION: Since most nutrients are in this layer, cut away the smallest amount possible.)

I. Shred--Tear or cut into thin pieces or strips



## INFORMATION SHEET

J. Sliver--Cut in long, thin pieces, smaller than 6 mm (1/4 in)



K. Julienne--Cut in long thin strips, approximately 6 mm (1/4 in) thick

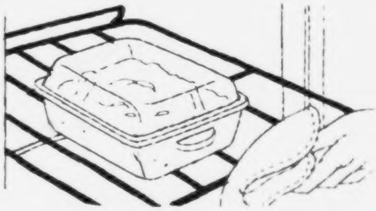
Example: Potatoes, green beans

L. Peel--Strip away, usually by hand, outside skin or covering

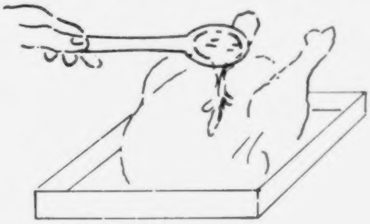
Examples: Banana, orange

IV. Cooking techniques and descriptions

A. Bake--Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat



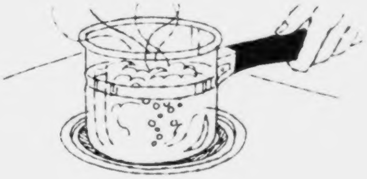
B. Baste--Spoon drippings or other liquid over food while cooking



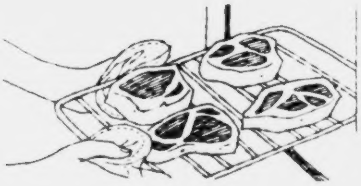
C. Barbecue--Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

INFORMATION SHEET

D. Boil--Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)



E. Broil--Cook under direct heat or over coals



F. Brown--Make the surface of the food brown in color by frying, broiling, toasting, or baking

G. Chill--Place food in refrigerator until cold

H. Deep-fat fry--Cook in fat which completely covers the food

(NOTE: Deep-fat fry is sometimes referred to as french-fried.)

I. Drain--Pour off liquid

J. Dredge--Coat the surface with substance such as flour, milk, meal, or bread crumbs

## INFORMATION SHEET

K. Freeze--Lower the temperature of food below 0°C or 32°F

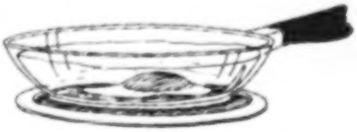
L. Fry--Cook in hot fat

M. Garnish--Add decorative touches to foods/meals

Examples: Carrot curls, parsley sprigs, radish roses, grated cheese

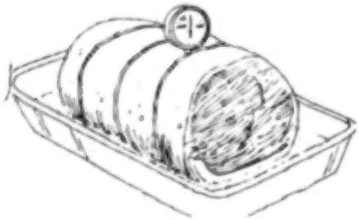
N. Parboil--Boil in water until partially cooked

O. Poach--Cook gently in hot liquid below the boiling point



P. Preheat--Heat a pan, broiler, or oven to desired temperature before cooking the food

Q. Roast--Cook by dry heat, uncovered in oven

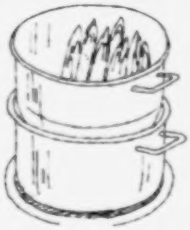


R. Sauté--Cook over direct heat uncovered in small amount of fat, butter, or oil

S. Scald--Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

INFORMATION SHEET

T. Steam--Cook over steam rising from boiling water



U. Simmer--Cook in liquid just below boiling point (90-95°C or 185-210°F)

(NOTE: The bubbles rise to the surface slowly.)

V. Steep--Cover with boiling water and let stand without additional heating until flavor and color is extracted, as for tea

W. Stew--Cook long and slowly in liquid

X. Toast--Brown by direct heat in toaster or in oven

V. Recipe abbreviations

(NOTE: To save time certain abbreviations are commonly used in recipes. An abbreviation is a shortened form of a word.)

A. Ounce--oz

B. Pound--lb or #

C. Few grains--fg

D. Speck--spk

E. Teaspoon--t or tsp

F. Tablespoon--T or Tbsp

G. Gram--g

H. Kilogram--kg

I. Liter--L

J. Milliliter--mL

K. Cup--C or c

L. Pint--pt

M. Quart--qt

N. Gallon--gal

## INFORMATION SHEET

O. Minute--min

P. Hour--h

Q. Second--s

R. Degrees Celsius--°C

S. Degrees Fahrenheit--°F

T. Moderate oven--mod oven

VI. Oven temperatures and oven dial settings

A. Very slow--120-135°C or 250-275°F

B. Low or slow--150-165°C or 300-325°F

C. Moderate--175-190°C or 350-375°F

D. Hot or quick--200-220°C or 400-425°F

E. Very hot--230-245°C or 450-475°F

VII. Equivalents of common household measures

A. 1/8 t = 0.6 mL

B. 1/4 t = 1.25 mL

C. 1/2 t = 2.5 mL

D. 1 t = 5 mL

E. 1 T = 3 t

F. 1 T = 15 mL

G. Typical coffee measure = 25 mL

H. 1 c = 16 T

I. 1 c = 250 mL

J. 1 c = 8 fl oz

K. 1 T = 2 fl oz

L. 1 pt = 2 c

M. 1 pt = 500 mL

N. 1 qt = 2 pt

## INFORMATION SHEET

O. 1 qt = 1 000 mL

P. 1 gal = 4 qt

Q. 1 oz = 28.3 g

R. 1 lb = 16 oz

S. 35.2 oz or 2.2 lb = 1 kg

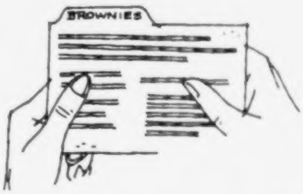
T. spk = less than 1/8 t or 0.6 mL

U. fg = less than 1/8 t or 0.6 mL

V. pinch = less than 1/8 t or 0.6 mL

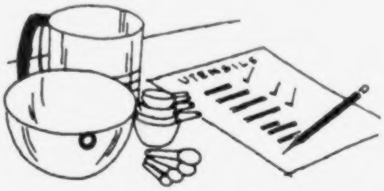
VIII. Steps for successful recipe use (Assignment Sheet #4)

A. Read recipe carefully



B. Get your ingredients together to be sure you have them all

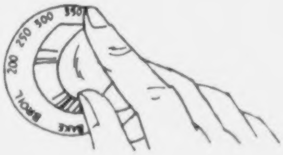
C. Collect utensils; gather together all you will need



## INFORMATION SHEET

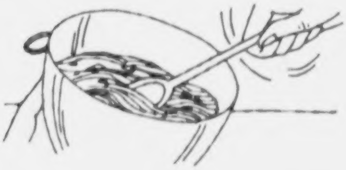
D. Complete preparation of ingredients, such as chopping nuts or melting chocolate

E. Set oven at desired temperature so that it can be preheated to proper temperature



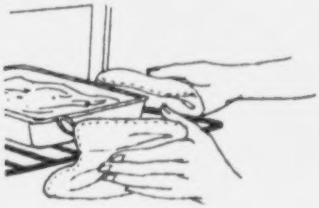
F. Measure exactly

G. Mix carefully, following every direction exactly



H. Bake or cook as directed for perfect results

(NOTE: Center cooking utensil in oven for better circulation of air and quality of product.)



# USING A RECIPE
# UNIT IV

## ASSIGNMENT SHEET #1--EVALUATE RECIPES

Carefully selected recipes can save time and energy and prevent food waste. For example, listing dry ingredients first and then liquid ingredients will minimize the number of measuring utensils needed since the same utensil can be used for measuring more than one ingredient.

Additional facts included in a good standardized recipe which can influence the success or failure of a product are:

Proportion of ingredients
Method of mixing
Size of pan or utensil 20-cm (8-in) square, 2-L (2-qt) casserole, or 22.5-cm (9-in) cake pan
Preparation of pan (greasing, flouring, or lining with paper)
Baking or cooking temperature (medium heat or a specific temperature such as 175°C or 350°F)
Baking or cooking time (20-25 minutes)
Description of food when baking or cooking is completed ("fork tender" for vegetables or "knife comes out clean" for custards)
Number of servings or yield (4 to 5 servings or 2 1/2 dozen rolls)

Using the information above plus the information given in the unit, evaluate the recipes on the next page to answer the following questions:

1. Which recipe is better?

2. Recipe _____ is good because ________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

3. Recipe _____ is poor because ________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

## ASSIGNMENT SHEET #1

### BUTTERMILK CORN BREAD

Mix up an egg, about 500 mL (2 cups) of buttermilk, 30 mL (2 T) shortening. Then, mix together small amount of salt and soda, plus a pinch of baking powder, 62.5 mL (1/4 cup) flour, and 437 mL (1 3/4 cup) cornmeal. Add dry ingredients to liquid mixture. Stir. Pour into pan and bake in hot oven until done.

### CORN BREAD

12 servings

312.5 mL (1 1/4 c) cornmeal
187.5 mL (3/4 c) sifted all-purpose flour
62.5 mL (1/4 c) sugar
15 mL (1 T) baking powder
2.5 mL (1/2 t) salt
1 egg
250 mL (1 c) milk
62.5 mL (1/4 c) vegetable oil or bacon drippings

1. Sift together cornmeal, flour, sugar, baking powder, and salt.
2. Beat egg well, add milk and fat, and mix thoroughly.
3. Pour liquid mixture into flour mixture, stirring lightly until flour mixture is just moistened.
4. Fill greased pan (square, round, or muffin) one-half to two-thirds full.
5. Bake in hot oven (200°C or 400°F) for 20 to 25 minutes or until brown.
6. Cut as desired and serve hot.

# USING A RECIPE
# UNIT IV

## ASSIGNMENT SHEET #2--MAKE A TIME-WORK PLAN

Before you begin to work in the kitchen, you need to arrange your work for preparing a single dish or a meal into a time-work plan. The steps in food preparation are to decide which foods you wish to make, find the recipes, check your supplies, prepare a grocery list, and establish a time-work plan.

On your time-work schedule, list the foods you wish to prepare, the food supplies needed, the steps or activities in preparing the food, the utensils and equipment needed, the order in which you will perform the activities, and the time required to do them.

Choose or plan a menu and use the sample time-work plan on the following page as a guide for preparing your own work plan.

## ASSIGNMENT SHEET #2

### TIME-WORK PLAN

*Food to Prepare*: Cocoa Drop Cookies

*Food Supplies Needed*:

All-purpose flour 437.5 mL (1 3/4 c)
Soda 2.5 mL (1/2 t)
Salt 2.5 mL (1/2 t)
Cocoa 125 mL (1/2 c)
Shortening 125 mL (1/2 c)
Sugar 250 mL (1 c)
Egg (1 egg)
Buttermilk 187.5 mL (3/4 c)
Vanilla 5 mL (1 t)

*Utensils Needed*:

Set of graduated measuring cups
Glass measuring cup
Set of measuring spoons
Flour sifter
Spatula and rubber scraper
2 sheets paper for sifting
Medium mixing bowl
Wooden mixing spoon
Metal spoon to lift flour and pack shortening
Spoon to drop cookies
2 cookie sheets
2 racks to cool cookies
Container to store cookies

*Order of Work*: Time in Minutes

1. Assemble utensils and ingredients 3
2. Measure all ingredients 5
3. Set oven at 200°C or 400°F; check rack position 1
4. Mix cookies 5
    a. Soften shortening in bowl with wooden spoon
    b. Add sugar and egg and beat thoroughly
    c. Add milk and vanilla and stir
    d. Sift flour, soda, salt, and cocoa into bowl with shortening and stir to blend
5. Bake cookies 25
    a. Drop rounded spoonfuls on cookie sheet about 5 cm (1 in) apart. Bake 8 to 10 minutes.
    b. As cookies bake drop dough on second cookie sheet and begin to clean up.
    c. Bake second sheet of cookies. Remove baked cookies to cooling rack. Continue cleanup.
    d. After cooking, store baked cookies in covered jar or container.

Estimated total time 39

# ASSIGNMENT SHEET #2

TIME-WORK PLAN

Name ____________________

Food to Prepare: __________

Kitchen ____________________

Food Supplies Needed:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

Utensils Needed:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

| | Order of Work | Time in Minutes |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |

# USING A RECIPE
# UNIT IV

## ASSIGNMENT SHEET #3--CONVERT RECIPES

If you expect to serve a different number than the recipe calls for, you must convert the recipe to the yield you want. To convert means to change. When you convert a recipe, you change the quantity of EACH ingredient. You either increase or decrease it by the same amount as you wish to increase or decrease the yield.

To halve a recipe, use exactly one-half the amount of each ingredient.

Example: 1/2 x 250 mL = 125 mL

1/2 x 3 tablespoons = 1 1/2 tablespoons or
1 tablespoon plus
1 1/2 teaspoons

(NOTE: If the divided recipe calls for less than one egg, beat a whole egg. Using a tablespoon, divide the beaten egg evenly into two custard or tea cups.)

To double a recipe, use exactly twice the amount of each ingredient.

Example: 2 x 250 mL = 500 mL

2 x 3 tablespoons = 6 tablespoons or 1/4 c plus 2 T

REMEMBER!!!
16 tablespoons = 1 cup
1 tablespoon = 3 teaspoons
1/2 tablespoon = 1 1/2 teaspoons

(NOTE: WHEN YOU DIVIDE A RECIPE OR DOUBLE A RECIPE, WRITE DOWN THE REDUCED OR INCREASED VERSION!!! DOUBLE-CHECK YOUR ARITHMETIC. If ingredients do not divide evenly, you may want to make the whole recipe and freeze half to use later. Also, express amounts in the most convenient unit of measurement.)

1. Change each of the following ingredients to accommodate yield change from 100 to 500. Remember to convert to the largest measurement.

   (NOTE: Show your arithmetic!)

   a. 8 oz apples ____________________

   b. 2 c bananas ____________________

   c. 6 qt pears ____________________

   d. 4 pt oranges ____________________

## ASSIGNMENT SHEET #3

2. Change each of the following recipe ingredients to accommodate yield change from 12 to 6.

(NOTE: Show your arithmetic!)

a. 3 c flour
b. 1 T soda
c. 3/4 c milk
d. 2 t salt

3. Use the following recipe for Baked Cheese Fondue to accommodate the indicated yields in Column A and Column B.

a--Need 2 servings

Baked Cheese Fondue

1 cup soft bread crumbs
1 cup grated American cheese
1/2 teaspoon salt
Few grains pepper
1 tablespoon margarine, melted
3 eggs separated
1 cup milk

Yield: 4

b--Need 12 servings

4. This recipe for a marinated vegetable salad makes enough for 8 people. Assume your class or group is having a picnic, and you need to make a salad to feed 32 people. How much of each of these ingredients will you need? Express amounts in the most convenient unit of measurement. For example: 1 000 mL = 1 liter.

| Marinated Vegetable Salad (serves 8 people) | For 32 people |
|---|---|
| 250 mL vinegar | |
| 175 mL sugar | |
| 125 mL salad oil | |
| 5 mL salt | |

## ASSIGNMENT SHEET #3

250 g frozen beans ______________________

125 g canned peas ______________________

5 g onion, chopped ______________________

# USING A RECIPE
# UNIT IV

## ASSIGNMENT SHEET #4--USE A RECIPE

Select or plan a menu, prepare a time-work plan, and use a recipe to prepare one of the dishes in the menu.

## ASSIGNMENT SHEET #4

TIME-WORK PLAN

Name ____________________

Food to Prepare: ____________________

Kitchen ____________________

Food Supplies Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Utensils Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

| Order of Work | Time in Minutes |
|---|---|
| 1. ____________________ | ____________ |
| 2. ____________________ | ____________ |
| 3. ____________________ | ____________ |
| 4. ____________________ | ____________ |
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# SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### UNIT OBJECTIVE

After completion of this unit, the student should be able to match types of salads with their characteristics, match the basic parts of a salad with their functions, and list characteristics of a quality salad. The student should also be able to identify salad greens and other salad ingredients, evaluate various types of salads, and prepare various salad dressings and salads. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

### SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to salads, fruits, and salad dressings with their correct definitions.
2. Match types of salads with their characteristics.
3. Match the basic parts of a salad with their functions.
4. Select true statements concerning preparation and storage of greens and other salad ingredients.
5. Circle the words which best complete statements concerning handling fruits and vegetables.
6. Select true statements concerning general suggestions for making salads.
7. Complete a list of factors which may affect gelatins.
8. Select true statements concerning methods of serving salads.
9. List characteristics of a quality salad.
10. Match basic types of salad dressings with their characteristics.
11. Complete a list of statements concerning factors to consider in the selection of salad dressings.
12. Match merchandising methods with their characteristics.
13. Arrange in order procedures for preparing a salad bar.
14. Complete a list of ways to maintain a salad bar.
15. Select true statements concerning steps in breaking down and cleaning up a salad bar.
16. Demonstrate the ability to:
    a. Identify salad greens and determine their availability in your area.

b. Prepare and evaluate a basic French dressing.

c. Prepare and evaluate an emulsified French dressing.

d. Prepare and evaluate mayonnaise.

e. Prepare and evaluate a mayonnaise base dressing (thousand island).

f. Prepare and evaluate boiled dressing.

g. Prepare and evaluate a mixed green salad (garden salad).

h. Prepare and evaluate a bowl type salad (chef's salad).

i. Prepare and evaluate a marinated vegetable salad (coleslaw).

j. Prepare and evaluate a mixed fresh fruit and vegetable salad (blackstone salad).

k. Prepare and evaluate a gelatin salad (jellied bing cherry salad).

l. Prepare and evaluate a cooked ingredient salad (potato salad).

m. Prepare and evaluate a frozen salad (frozen fruit salad).

n. Prepare and evaluate a main course salad (chicken salad).

# SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

## INFORMATION SHEET

I. Terms and definitions

  A. Blanch--To dip into boiling water, making the skins of fruit and nut meats easy to remove or to precook

  B. Break--To divide lettuce or other salad greens into pieces

  C. Chill--To place in the refrigerator until cooled to temperatures between 38° to 42°F

  D. Chop--To cut into random pieces with a sharp knife

  E. Core--To remove the seeds and core of an apple

  F. Cube--To cut into pieces of uniform size and shape

  G. Cut--To divide food into small pieces

  H. Dice--To cut into small cubes, usually less than 1/2 inch

  I. Emulsion--A mixture in which oil particles are held in suspension in their associated liquids

  J. Emulsifying agent--A product that when added to an emulsion will keep the oil in permanent suspension; prevents separation

  K. Garnish--To add a decoration (edible) to a food to make it more attractive; may add nutritional value to salads

  L. Grate--To form tiny flakes by rubbing food with pressure against a grater

  M. Hull--To remove the stem and cap from; also, to remove husks and silk from corn

  N. Julienne--To cut foods, such as potatoes, cheese, meats, and carrots into thin strips

  O. Marinate--To let food stand in a mixture, such as an oil mixture like French dressing

  P. Mince--To cut or chop into very small pieces

  Q. Pare--To cut off the outside covering with the aid of a knife

  R. Peel--To strip off the outside covering without using a knife

  Example: A banana or an orange

## INFORMATION SHEET

S. Piquant--Zesty flavor

T. Pit--To remove the stone or seeds from fruit

U. Rusting--The formation of brown spots on salad greens due to improper handling and storage

V. Salad--Any cold dish of meat, poultry, fish, fruit, dairy product, or vegetables, served singly or in combination, usually with some form of dressing

W. Salad greens--Leafy parts of plants which may be used alone or in a combination to form a green salad

Examples: Romaine, spinach

X. Scrape--To remove the skin by rubbing it with the sharp edge of a knife

Y. Shred--To cut into narrow strips with a knife or shredder

Z. Slice--To cut across in flat pieces

Example: Slice a tomato

AA. Tear--To separate salad greens into pieces

BB. Temporary emulsion--Emulsion that separates soon after mixing

CC. Toss--To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits

DD. Unmold--To loosen and remove from a container

II. Types of salads and their characteristics

A. Appetizer--Food or drink generally served before a meal which stimulates the appetite; should be appealing and light in character

Examples: Shrimp cocktail, fruits, pickled herring

B. Accompaniment--A side salad served with the dinner or as a separate course; a moderate portion that will offer contrast with the rest of the dinner

(NOTE: This is preferably not too sweet so as to curb the appetite.)

Examples: Mixed salad greens, pear and cottage cheese, pickled beets

C. Main course salad--Constitutes the whole meal and may be any reasonable combination of meat, poultry, fish, fruit, vegetable, dairy, gelatin, or macaroni products

Examples: Chicken salad with celery or pineapple, fruit salad plate, tomato stuffed with tuna salad, avocado stuffed with crabmeat, chef's salad

## INFORMATION SHEET

D. Dessert salad--Usually sweet in character; composed of fruits, nuts, dairy products, and gelatin, and may be molded or frozen

Examples: Ginger Ale Salad Mold; Jellied Fruit, Strawberry Mousse

III. Basic parts of a salad and their functions (Transparency 1)

A. Base--Keeps salad from looking bare and adds contrast in color and texture

(NOTE: The base of the salad is placed on the plate first and is usually some form of salad green, such as lettuce.)

B. Body--Ingredients that constitute the salad itself; usually gives salad its name

C. Dressing--Adds flavor and taste appeal; should bear a direct relationship to the salad

D. Garnish--Designed to give contrast and eye appeal to the salad but not to be so elaborate as to detract from the body; flavor and texture should also be related to the salad

IV. Preparation and storage of greens and other salad ingredients

A. Wash thoroughly several times in large quantity of cold water, separating the leaves to remove all traces of dirt and pesticide

B. Remove core from head of lettuce

**(CAUTION: Do not smash the core with force as this results in bruising and rusting of lettuce.)**

C. Excessive handling of greens too far ahead of use results in rusting

D. After careful washing, the greens should be drained well in a colander or wire salad basket

(NOTE: This allows the grit and dirt to settle to the bottom of the sink and not back into the greens. This technique should be remembered when washing all fruits and vegetables.)

E. Place greens in appropriate storage container and refrigerate to crisp

F. Greens should be dry and crisp before serving

G. Greens in a mixed salad should be cut or torn into bite size pieces as a convenience to the guest

H. Watercress should be separated so that each stalk may be thoroughly washed in same manner as suggested for other greens

I. Parsley has better keeping qualities than watercress but loses its crispness if not stored properly; it should be washed, dried, and stored in a tightly covered container in refrigerator

## INFORMATION SHEET

V. Handling fruits and vegetables

A. Unripe fruits, melons, and tomatoes may be stored at room temperature until ripened, then refrigerated

B. Bananas should not be refrigerated since this tends to darken them without ripening

C. To ripen tomatoes, place them in a dry, dark area out of the sun; strong sunshine may rot them

D. Melons give off a characteristic odor and should not be stored near butter or other products which may absorb their odor or flavor

E. Melons that have been cut will absorb odor and should not be stored near strong flavored vegetables such as cabbage

F. Canned fruits and vegetables should be of high quality and bought by specification for size and count

G. Canned goods should be stored in a cool, dry place and refrigerated unopened overnight prior to serving

H. Some fresh fruits and vegetables turn dark when cut and exposed to the air; they may be sprinkled, brushed, or preferably marinated in liquids of acid content, such as orange juice, grapefruit juice, lemon, lime, or pineapple juice, or salted cold water

(NOTE: Marination not only prevents discoloration but improves the flavor of fruits which are normally bland or mild in flavor.)

Examples: Bananas, apples, pears, peaches, avocados

I. All fruits should be washed prior to use to remove surface soil, insecticides, herbicides, and preservatives such as wax on apples

J. Fruits are left whole or cut into pieces suitable for use

Examples: A fresh pear may be washed and served whole, whereas an orange might be peeled and divided into segments for serving

K. Raw fruits should be prepared as close to serving time as possible and returned to refrigerator until meal time

L. Stainless steel knives, equipment, and utensils are best for fruit preparation as they do not stain or discolor foods

VI. General suggestions for making salads

(NOTE: Since this food is eaten raw, remember your sanitation rules.)

A. Salad greens for individual salad are usually arranged with the stem end toward the center of the plate

INFORMATION SHEET

B. Salad dressing should be added just before serving to prevent wilting of the salad green

(NOTE: Excess dressing tends to make salad watery and alters the desired effect.)

C. Head lettuce salad is easier to eat if cut in fairly thin wedges, overlapping two or more thin wedges

D. To make a salad most pleasing, combine the foods with contrasts in color, flavor, form, and texture

E. A salad is more attractive if it is crisp and colorful

F. Avoid a flat salad by arranging the body of the salad high in the center

G. Cutting or shredding is usually preferable for firm vegetables

Example: Salads made of cabbage and carrots

H. Vegetables and fruits such as cauliflower and apples should be cut to permit ease of eating with a fork

I. Pieces should be large enough to keep their identity, yet not so large that they are difficult to eat

Examples: Mixed fruit salads with pieces about 3/4 inch cubes

J. Salads such as meat or potato salads and vegetable slaws should have dressing added in time to allow blending of flavors

K. The color of raw fruit should be kept fresh and bright

L. Meats used in a salad should be cut into bite-size pieces

M. Meat salads are improved by marinating

N. Cheese adds to the flavor of many salads; mild flavored cheese may be diced or coarsely shredded; the cheeses with more pronounced flavors are crumbled, grated, or finely shredded

O. When nuts are used in a salad, they should be coarsely cut or broken

VII. Factors which may affect gelatins

A. Ratio of gelatin to liquids

1. Too much gelatin results in stiff rubbery product

2. Too little gelatin produces a soft, sloppy product

## INFORMATION SHEET

B. Temperature of liquid

  1. Use only boiling liquid to dissolve gelatin

     (NOTE: This is usually not more than half the total liquid required.)

  2. Remaining liquid should be cold and may be substituted with ice

C. Sets more rapidly at cold temperatures

D. The longer gelatin takes to set, the stiffer or more rubbery it becomes

E. Vinegar and some fruit acids inhibit the gelling action of the gelatin

F. Some fruits, such as fresh pineapple, cannot be added to gelatin unless they have been boiled

G. Excess amounts of sugar will inhibit gelatin action

H. Gelatin may be whipped to increase volume

  1. Volume increases

  2. Gelling action decreases

VIII. Methods of serving salads

A. Individual salad

  1. Serve in individual salad bowl or on a salad plate

  2. Keep salad greens within margin of plate

     (NOTE: Do not allow salad to extend over edge of plate.)

  3. Arrange attractively

B. Bowl salad

  1. Mix in large bowl by tossing with a salad fork and spoon and serve in individual bowls

  2. Combine green salad and dressing at the table or immediately before serving

     (NOTE: A green salad will wilt if it sits too long.)

  3. Combine meat, fish, or potato salad with appropriate dressing a few hours in advance to allow flavors to blend in refrigerator before serving

  4. Include strips of cheese or cold, cooked meats for a bowl salad which may be the main part of the meal

INFORMATION SHEET

C. Molded salad

(NOTE: Frozen salad is a variation of a molded salad.)

1. Serve as an individual salad or as a large mold for a buffet
2. May be served as salad combination
3. Prepare one day in advance of serving
4. Shape is determined by the container salad is prepared in

IX. Characteristics of quality salad

A. Freshness of ingredients

(NOTE: Make sure ingredients are fresh when purchased and maintained during preparation.)

Example: Clean, crisp greens

B. Eye appealing

1. Attractive

   (NOTE: Use contrast and harmony, both in color and texture.)

2. Appetizing

C. Simplicity

(NOTE: Keep it simple; do not make too elaborate or over garnish.)

D. Flavorful, tempting to the palate

E. Foods properly drained

(NOTE: Excess water weakens dressings and looks sloppy on the plate.)

F. Foods not overcooked

(NOTE: Overcooking destroys color, nutrients, and texture.)

G. All food should be identifiable

(NOTE: Exceptions would be chicken, turkey, and tuna salads.)

H. Proper food combinations

1. Choose your combinations with care
2. Use your imagination

   Example: Pineapple and coconut go well with poultry, but not with tuna

## INFORMATION SHEET

- I. Foods properly chilled

  (NOTE: Salads lose flavor when served too cold.)

- J. Cold plates for cold food

  (NOTE: Cold plates are especially important during summer months.)

X. Basic types of salad dressings and their characteristics

- A. French

  Examples: French, Italian, vinegar and oil

  1. Temporary emulsion of oil, acids (usually vinegar), and seasonings
  2. Amount of acid to oil varies as to kind and amount of seasoning

     (NOTE: Use one part acid to three parts oil to make a good French dressing.)

  3. Made by beating or shaking ingredients together; usually must be shaken again before use as the emulsion separates easily after preparation
  4. By adding an emulsifying agent, dressings may be made semi-permanent
  5. Pours easily

- B. Mayonnaise

  Examples: Thousand island, blue cheese

  (NOTE: Excellent commercial mayonnaise is readily available.)

  1. Permanent emulsion of oil, egg yolks, and (emulsifying agent) acid (usually vinegar)
  2. Requires refrigeration for prevention of food-borne illnesses
  3. Usually will not pour easily and must be spooned over products
  4. Serves as base ingredient for many dressings

- C. Boiled

  1. Require cooking in double boiler
  2. Should be thickened to consistency of medium to thick white sauce

## INFORMATION SHEET

XI. Factors to consider in the selection of salad dressings

- A. Should be suitable to salad in flavor, consistency, color, and appearance
- B. Should be of nutritional value and enhance flavor
- C. Amount of dressing should be sufficient to flavor entire salad
- D. Salads of distinct flavor require mild seasoning
- E. Salads of bland character require more highly seasoned dressings
- F. Fruit dressings should be used only for fruits
- G. Mayonnaise and its variations are used with all types of salads
- H. Temporary emulsion dressings are quite versatile although most commonly used in tossed salads
- I. Dressings may be served separately or mixed into salad immediately before serving

  (NOTE: This does not include salads requiring marination such as coleslaw, potato salad, poultry salads, and meat salads.)

XII. Merchandising methods and their characteristics

- A. Tableside salad service
  1. Ingredients placed on mobile cart
  2. Salads prepared individually

     (NOTE: Be well-versed in art of salad making; know proportions well.)
  3. Skill displayed in use of utensils
- B. Buffet salads
  1. Usually part of buffet line
  2. Salads placed on line in attractive arrangement with other foods
  3. Salad containers should be attractive, yet serviceable

     Examples: Silver or glass platters, ice bowls, carved watermelon
  4. Salad plates should be arranged attractively for individual service
  5. Have a variety of salads

     Examples: Fruit, potato or macaroni, mixed greens

## INFORMATION SHEET

6. Portion control is difficult to maintain
    a. Aided by type or size of plate
    b. Type of dishing utensils

C. Salad bars

1. Guests serve themselves
2. A variety of salad ingredients, including four to six different dressings, should be offered

    (NOTE: Imagination in ingredient selection adds to the success of a salad bar.)
3. A method of keeping ingredients chilled is necessary
4. Chilled plates should be made available
5. Sneeze guards and other sanitary measures are required
6. Portion control may be aided by type or size of plate used
7. Ingredients must be maintained in fresh condition

D. Preplated

1. Salads prepared in advance
2. Portion control is easy to maintain

XIII. Procedures for preparing a salad bar (Transparency 2)

(NOTE: Salad bar arrangement may vary from one operation to another.)

A. Clean all surfaces on the salad bar

B. Check platter cooler for proper cooling, if applicable

C. Fill ice bin

D. Place plates in plate cooler

E. Fill dressing containers

F. Place croutons in proper place

G. Place salads on bar in attractive arrangement

H. Place tongs or spoons in the bowls of salad

## INFORMATION SHEET

XIV. Ways to maintain a salad bar

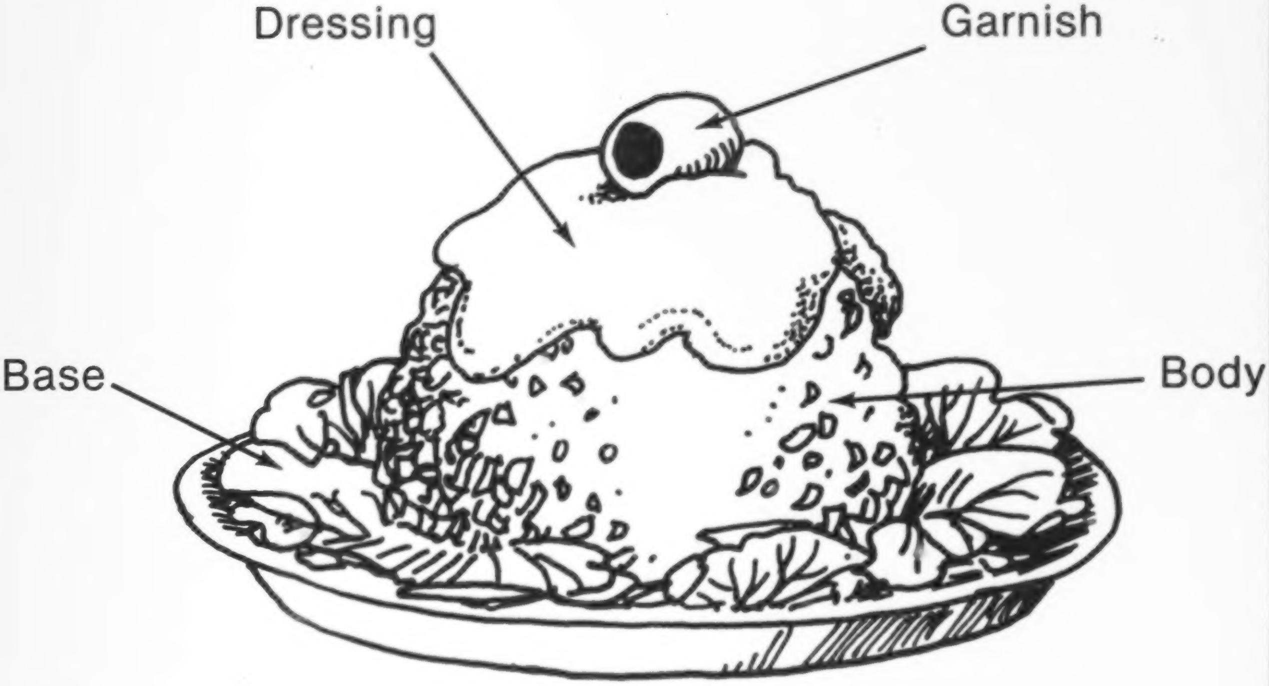
- A. Keep the bar wiped clean
- B. Keep ice clean and fresh
- C. Keep dressing containers full
- D. Keep dressing ladles clean
- E. Replace bowls as needed

XV. Steps in breaking down and cleaning up a salad bar

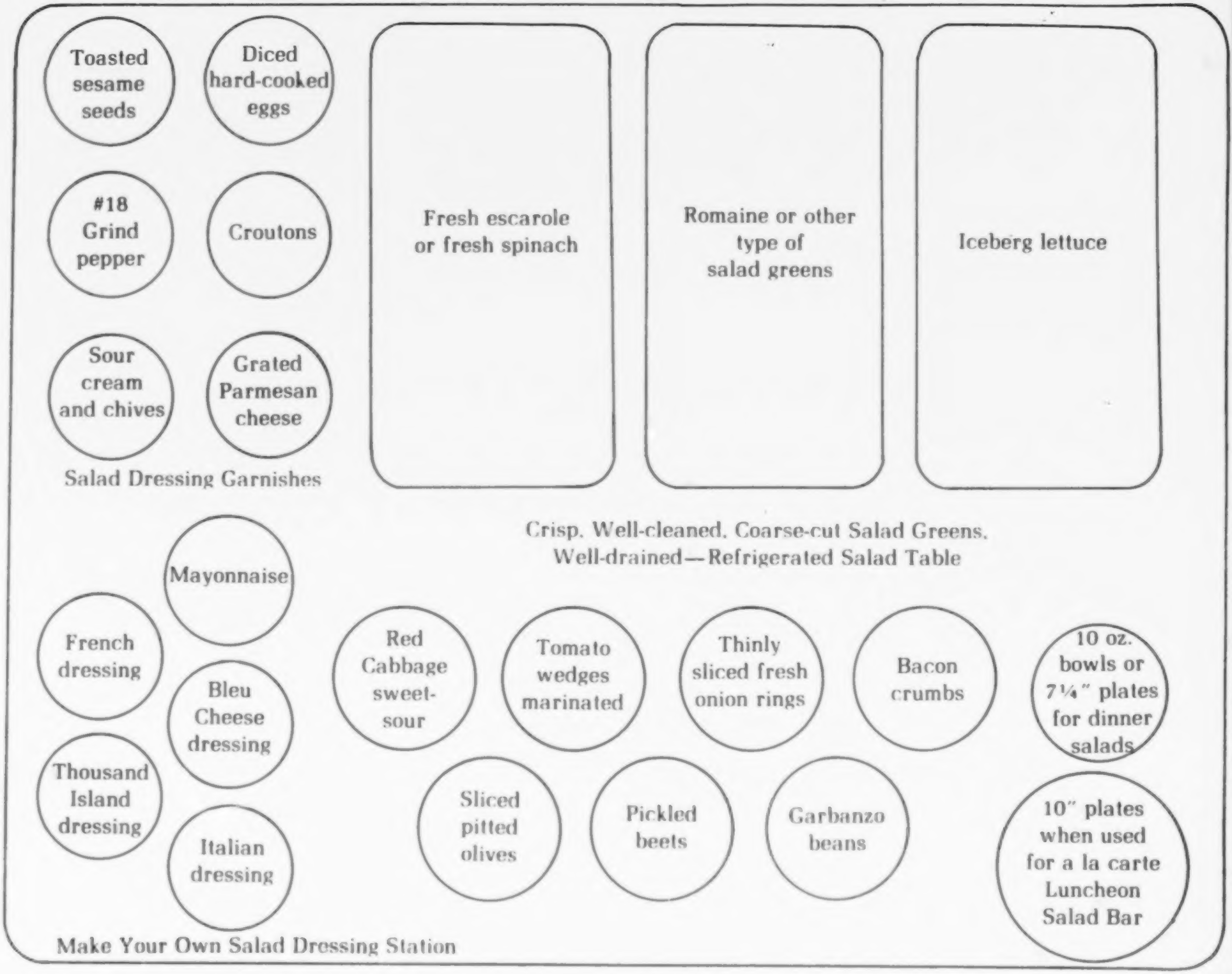
- A. Remove dressing containers
- B. Move dressings to clean containers and refrigerate
- C. Remove cover and refrigerate remaining salads in clean containers

  (NOTE: These should be used first the next day if possible.)
- D. Remove ice from salad bar
- E. Drain or sponge up water left in the bar
- F. Wipe down the salad bar

# Parts of a Salad



# Salad Bar Arrangement



## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### ASSIGNMENT SHEET #1--IDENTIFY SALAD GREENS AND DETERMINE AVAILABILITY IN YOUR AREA

Visit a large supermarket or commercial produce distributor and determine how many of the following ingredients are available in your area. Place an "X" in front of the ones you see.

(NOTE: There are many varieties of salad greens. While the majority of them are available year round, the quality and price will vary with the season and area in which they are grown.)

_____ 1. **Iceberg or Head Lettuce.** This is perhaps the most familiar salad green, distinguished by its firm, compact head with light green leaves. Head lettuce will retain its crispness for a long time. It is used extensively as a base and as an ingredient in a large variety of mixed salads.

_____ 2. **Boston Lettuce.** The round head has loosely packed, light green leaves that separate easily. It is tender and fragile. This type of lettuce blends well with other salad greens and makes an excellent salad base.

_____ 3. **Bibb Lettuce** (Limestone Lettuce). Similar to Boston lettuce in size and shape, but more crisp. Bibb lettuce is not plentiful in the general market. This type will wilt rapidly and does not ship well.

_____ 4. **Escarole.** Also referred to as broad leaf endive, escarole has a fan-shaped, flat head with broad loose leaves. Darker green than its cousin, chicory, it is rather bitter in taste. The ends are sometimes tough and rubbery and are often discarded.

_____ 5. **Leaf Lettuce.** This may also be called common lettuce because it is generally used as a base when preparing a salad. Color is a light green and leaves are soft. This type of lettuce is also used on sandwiches.

_____ 6. **Romaine** has an elongated head with slender, loose, green leaves which are fairly coarse in mature plants. Other leaves are dark green and inner leaves are usually white or cream colored. It will remain crisp longer and is used in mixed green salads.

_____ 7. **Belgian Endive**. A tightly packed, narrow head is typical of Belgian endive and size varies from four to six inches. Its center is pale yellow to white. Since it is grown and shipped mostly in the Atlantic coast area, it is usually expensive. Belgian endive is often served alone with appropriate dressing.

_____ 8. **Chinese Cabbage**. Also known as celery cabbage, Chinese cabbage has a long, narrow head with green leaves shading to white in center. It resembles cabbage in taste, but is somewhat milder. Crisp and bitter, it is excellent for mixed salads; also used in Chinese cookery.

## ASSIGNMENT SHEET #1

_____ 9. **Watercress.** Sometimes used in green salads and soups, watercress is more extensively used as garnish for salads, fruits, and main dishes. It has tiny green leaves similar to small clover, but fragile, on thin stalks. Watercress is bound together in small bunches. Its taste is peppery and it is highly perishable. Keep refrigerated or iced.

_____ 10. **Parsley.** More properly classified as an herb, although used to a considerable extent as a garnish for salads and other dishes, parsley is also used in bouquet garni and as an ingredient in many types of cooking.

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #1--PREPARE AND EVALUATE A BASIC FRENCH DRESSING

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Basic French Dressing

YIELD: One quart PORTION: N/A

UTENSILS: Mixing bowl, wire whip, measuring utensils, scales

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Vinegar, cider | 8 1/4 oz. | 1. Dissolve seasonings in vinegar.<br>2. Combine with oil.<br>3. Mix vigorously.<br>(NOTE: This must be well mixed at time of service.) |
| Salt | 1 T. | |
| White pepper | 1 1/2 t. | |
| Salad oil | 1 1/2 pt. | |
| | | |

NOTE: To make the following dressings, add the ingredients indicated to the basic French dressing

Cucumber Dressing: Add 1 1/2 pt of grated cucumbers.

Cheese Dressing: Add 1 tsp prepared mustard and 4 oz of grated cheese.

Garlic Dressing: Add 1/4 tsp garlic powder or 1/2 tsp finely mashed garlic.

Herb Dressing: Add 1/8 tsp marjoram, 1/4 tsp sweet basil, 1 tsp fresh chopped parsley, and 1/4 tsp finely mashed garlic

## JOB SHEET #1

III. Evaluation

A. Evaluate a basic French dressing using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Shiny glaze<br>Appealing | | | | |
| Flavor | Piquant (zesty)<br>Not bland | | | | |
| Texture | Ingredients well blended | | | | |
| Temperature | Chilled | | | | |
| Compatibility | Compatible in appearance, taste, and texture with salad | | | | |

Scoring: Total Points________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What technique should be improved?

   a. Measuring

   b. Temperature

   c. Mixing

   d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #2--PREPARE AND EVALUATE AN EMULSIFIED FRENCH DRESSING

I. Equipment--Mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Emulsified French Dressing

YIELD: 5 quarts PORTION: N/A

UTENSILS: Mixing bowl, wire whip attachment, measuring utensils, scales

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Eggs, whole | 3 | 1. Beat eggs until thickened.<br>2. Add dry ingredient to eggs.<br>3. Mix until well blended. |
| Salt | 1 T. | |
| Garlic | 1 t. | |
| White pepper | 1 t. | |
| Sugar | 4 oz. | |
| Dry mustard | 2 T. | |
| Paprika | 2 T. | |
| Salad oil | 3 qts. | 4. Add oil slowly; when thickened, add a little vinegar. |
| Cider vinegar | 1 1/2 pts. | 5. Alternate, adding oil and vinegar until all have been used. |
| Worcestershire sauce | 1 T. | 6. Add worcestershire sauce. |
| Lemon juice | 8 oz. | 7. Add lemon juice. |
| Water | 8 oz. | 8. Add water. |

## JOB SHEET #2

III. Evaluation

A. Evaluate an emulsified French dressing using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Shiny glaze<br>Appealing | | | | |
| Flavor | Piquant (zesty)<br>Not bland | | | | |
| Texture | Ingredients well blended | | | | |
| Temperature | Generally chilled | | | | |
| Compatibility | Compatible in appearance, taste, and texture with salad | | | | |

Scoring: Total Points________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #3--PREPARE AND EVALUATE MAYONNAISE

I. Equipment--Mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Mayonnaise

YIELD: One quart PORTION: N/A

UTENSILS: Mixing bowl, wire whip attachment, measuring utensils, scales

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Egg yolks | 4 yolks | 1. Beat egg yolks in bowl until thick. |
| Sugar | 1 T. | 2. Mix dry ingredients together. |
| Salt | 2 t. | 3. Add to egg yolks in bowl. |
| Mustard, dry | 2 t. | 4. Blend well. |
| Salad oil | 1 3/4 pt. | 5. Add oil slowly at first, while whipping. |
| Vinegar | 2 oz. | 6. When thick, add a small amount of vinegar.<br>7. Alternate oil and vinegar until all have been used. |
| Lemon juice | 2 T. | 8. Add lemon juice. |

## JOB SHEET #3

III. Evaluation

A. Evaluate mayonnaise using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Shiny glaze<br>Appealing | | | | |
| Flavor | Piquant (zesty)<br>Not bland | | | | |
| Texture | Ingredients well blended | | | | |
| Temperature | Generally chilled | | | | |
| Compatibility | Compatible in appearance, taste, and texture with salad | | | | |

Scoring:

Total Points________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

# SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

## JOB SHEET #4--PREPARE AND EVALUATE A MAYONNAISE BASE DRESSING (THOUSAND ISLAND)

I. Equipment--Mixer

(NOTE: Hand tools, utensils, and ingredients are part of standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Thousand Island Dressing

YIELD: 1 quart PORTION: N/A

UTENSILS: Mixing bowl, mixing utensils, measuring utensils, scales

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Mayonnaise (prepared in Job Sheet #3) | 1 lb. 2 oz. | 1. Combine all ingredients. |
| Hard cooked eggs, chopped | 2 | |
| Chili sauce | 7 oz. | |
| Pickles, sweet chopped, drained | 4 oz. | |
| Onion, minced | 2 T. | |
| Pimientos, chopped fine | 1 1/2 oz. | |

NOTE: There are many variations; chopped stuffed olives, chopped green peppers, and parsley can be used.

## JOB SHEET #4

III. Evaluation

A. Evaluate thousand island dressing using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Shiny glaze<br>Appealing | | | | |
| Flavor | Piquant (zesty)<br>Not bland | | | | |
| Texture | Crisp, crunchy | | | | |
| Temperature | Generally chilled | | | | |
| Compatibility | Compatible in appearance, taste, and texture with salad | | | | |

Scoring: Total Points ______________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

# SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

## JOB SHEET #5--PREPARE AND EVALUATE BOILED DRESSING

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Boiled Dressing

YIELD: 2 1/2 pints PORTION: N/A

UTENSILS: Double boiler, mixing bowls, mixing utensils, measuring utensils, scales, stainless steel container

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Flour | 6 T. | 1. Blend flour, sugar, mustard, salt, and cayenne pepper. |
| Sugar | 3 T. | |
| Dry mustard | 3 t. | |
| Salt | 3 t. | |
| Cayenne pepper | 1/3 t. | |
| Egg yolks, beaten | 6 | 2. Add egg yolks and beat until smooth. |
| Milk | 1 qt. | 3. Add milk, mixing well. |
| Vinegar | 4 oz. | 4. Add vinegar and lemon juice. |
| Lemon juice | 2 oz. | 5. Cook in double boiler over low heat, stirring constantly until thick. |
| Butter | 6 T. | 6. Remove from heat and add butter. |
| | | 7. Pour in glass or stainless steel bowl and cool.<br>(NOTE: Dressing becomes heavier when cold.) |

## JOB SHEET #5

III. Evaluation

A. Evaluate boiled dressing using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Shiny glaze<br>Appealing | | | | |
| Flavor | Piquant (zesty)<br>Not bland | | | | |
| Texture | Ingredients well blended | | | | |
| Temperature | Generally chilled | | | | |
| Compatibility | Compatible in appearance, taste, and texture with salad | | | | |

Scoring: Total Points________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #6--PREPARE AND EVALUATE A MIXED GREEN SALAD (GARDEN SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Garden Salad

YIELD: 50 PORTION: 4 oz. portions

UTENSILS: Cutting board, French knife, vegetable peeler, fork, grater

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Mixed greens | 3 lb. | 1. Clean, wash, and crisp all greens.<br>2. Score cucumbers with a fork; cut in half lengthwise, and slice thinly across.<br>3. Wash and clean radishes. Slice thinly.<br>4. Scrub and peel carrots and shred (medium) on grater.<br>5. Wash and peel celery. Slice thinly across on bias.<br>6. Peel red onions. Cut in half. Slice very thin.<br>7. Cut tomato wedges.<br>8. Combine all ingredients.<br>9. Place portion of salad in bowl, and top with tomato wedge. |
| Romaine | 2 lb. | |
| Escarole | 3 lb. | |
| Variable, depending on quality and availability<br>Cucumbers | 3 lb. | |
| Radishes | 2 bunches | |
| Carrots | 12 oz. | |
| Celery | 1/2 bunch | |
| Red onions | 1 lb. | |
| Tomatoes, washed stems removed | 9 | |

NOTE: Green pepper rings may be used as a garnish.

## JOB SHEET #6

III. Evaluation

A. Evaluate a garden salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable | | | | |
| Flavor | Piquant (zesty)<br>Not bland<br>Flavor may be from ingredients or dressing | | | | |
| Texture | Crisp, crunchy | | | | |
| Temperature | Cold ingredients<br>Chilled plates | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points ____________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #7--PREPARE AND EVALUATE A BOWL TYPE SALAD (CHEF'S SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Chef's Salad with Julienne of Turkey, Ham, and Swiss Cheese

YIELD: One PORTION: One portion

UTENSILS: Cutting board, French knife, measuring utensils, scales, salad bowl

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Mixed greens, clean and chopped (escarole, romaine, chicory) | 1 pt. | 1. Place mixed greens in salad bowl. |
| Turkey, white meat julienne | 3/4 oz. | 2. Arrange julienne meat, cheese, and tomato wedges over greens. |
| Ham, julienne | 3/4 oz. | |
| Swiss cheese, julienne | 3/4 oz. | |
| Tomato wedges or slices<br>Hard cooked egg, sliced | 1 | 3. Arrange egg slices. |
| Bleu cheese, crumbled | 1 oz. | 4. Sprinkle with bleu cheese. Place generous bouquet of watercress in center of salad |
| Watercress | 1 spray | |

## JOB SHEET #7

III. Evaluation

A. Evaluate a chef's salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable | | | | |
| Flavor | Piquant (zesty)<br>Not bland<br>Flavor may be from ingredient or dressing | | | | |
| Texture | Crisp, crunchy | | | | |
| Temperature | Cold ingredients<br>Chilled plates | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points__________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

## JOB SHEET #8--PREPARE AND EVALUATE A MARINATED VEGETABLE SALAD (COLESLAW)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Coleslaw

YIELD: 50 PORTION: 3 oz.

UTENSILS: Shredder, cutting board, French knife, mixing bowl, measuring utensils, scales

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Cabbage cleaned, trimmed, and cored out | 7 lb. | 1. Shred cabbage very fine. Mix with carrots and onion. |
| Carrots, finely shredded | 3/4 lb. | |
| Onions, finely minced | 4 oz. | |
| Vinegar | 12 1/4 oz. | 2. Mix all other ingredients, except lettuce, and combine with cabbage mixture.<br>3. Toss lightly, but mix well.<br>4. Chill thoroughly and serve in center of lettuce cup. |
| Salad oil | 6 oz. | |
| Sugar | 3 oz. | |
| Mustard, dry | 2 t. | |
| Salt | 1 oz. | |
| Mayonnaise | 1 1/2 pt. | |
| Lettuce, washed, cleaned, trimmed | 4 heads | |

NOTE: For mixed cabbage slaw, substitute 3 1/2 lb. red cabbage for 1/2 the cabbage indicated in the recipe above.

## JOB SHEET #8

III. Evaluation

A. Evaluate coleslaw using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable | | | | |
| Flavor | Piquant (zesty)<br>Not bland<br>Flavor may be from ingredients or dressing | | | | |
| Texture | Finely, shredded<br>Ingredients well blended | | | | |
| Temperature | Cold ingredients<br>Chilled plates | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points_______________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What technique should be improved?

    a. Measuring

    b. Temperature

    c. Mixing

    d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #9--PREPARE AND EVALUATE A MIXED FRUIT AND VEGETABLE SALAD (BLACKSTONE SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Blackstone Salad

YIELD: 50 portions PORTION: 4 oz. portion

UTENSILS: French knife, cutting board, paring knife, measuring utensils, scales

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Oranges | 24 | 1. Pare and section oranges and grapefruits. |
| Grapefruits | 8 | |
| Apples | 3 lb. | 2. Partly peel apples, leaving red skin for color.. |
| Celery | 1 1/2 lb. | 3. Chop grapefruits, apples, celery, and green peppers. |
| Green peppers, chopped fine | 1 lb. | |
| Mayonnaise | to bind | 4. Bind with very small amount of mayonnaise. |
| Romaine, washed and trimmed | 3 heads | 5. Spread evenly in 1 1/2 in. wide strip in center of a romaine leaf. |
| Green pepper slices | 1 lb. | 6. Place orange sections on top in a row. |
| Pimientos | 1 7 oz. can | 7. Alternate green peppers and pimientos between orange sections. |

## JOB SHEET #9

III. Evaluation

A. Evaluate blackstone salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable | | | | |
| Flavor | Piquant (zesty)<br>Not bland<br>Flavor may be from ingredients or dressing | | | | |
| Texture | Crisp<br>Well blended ingredients | | | | |
| Temperature | Cold ingredients<br>Chilled plates | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points__________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #10--PREPARE AND EVALUATE A GELATIN SALAD
### (JELLIED BING CHERRY SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Jellied Bing Cherry Salad

YIELD: 50 portions PORTION: 3 oz.

UTENSILS: Stock pot, French knife, cutting board, measuring utensils, scales, pastry bag, star tip

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Bing cherries, canned, whole, pitted | 2 No. 2 cans | 1. Drain cherries, reserving liquid. Add cold water to cherry liquid to make 1/2 gallon |
| Black cherry gelatin | 24 oz. | 2. Dissolve gelatin in 1/2 gal. hot water. |
| Boiling water | 1/2 gal. | |
| Cold water (see step 1) | as needed | 3. Add 1/2 gal. cold liquid; stir well. Chill until slightly thickened. |
| Cream cheese | 2 lb. | 4. Chop cherries and fold into thickened gelatin. Pour into individual molds or pans. Chill until firm.<br>5. Soften cream cheese with small amount of milk or cream. Place in pastry bag with star tip. |
| Milk | to thin | 6. When gelatin is firm, unmold or cut in portions and place in lettuce cup. |
| Lettuce, washed, cleaned, trimmed | 4 heads | 7. Bag out cream cheese rosette on each portion. |

## JOB SHEET #10

III. Evaluation

A. Evaluate jellied bing cherry salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Different ingredients evenly distributed<br>Clear cut edges | | | | |
| Flavor | Piquant (zesty)<br>Not bland<br>Characteristic of ingredient | | | | |
| Texture | Firm, not rubbery | | | | |
| Temperature | Chilled plates<br>Cold ingredients | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points ________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

### JOB SHEET #11--PREPARE AND EVALUATE A COOKED INGREDIENT SALAD (POTATO SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Potato Salad

YIELD: 50 portions PORTION: 4 1/2 oz.

UTENSILS: French knife, cutting board, vegetable peeler, stock pot

(NOTE: This recipe is better if done over a two day period.)

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Celery, diced fine | 1 1/2 lb. | 1. Combine first 5 ingredients and refrigerate 2 to 3 hours or overnight if possible. |
| Onions, minced | 3 oz. | |
| Hard cooked eggs, chopped medium | 8 | |
| Pimientos, diced, drained | 1 7 oz. can | |
| Mayonnaise | about 1 qt. | |
| Potatoes, A.P. | 12 lb. | 2. Peel and cut potatoes in 3/4 in. cubes. Boil until nearly tender. Keep slightly undercooked. Place pot of potatoes in sink and let cold water run in until potatoes are cool enough to handle, but still warm. |
| French dressing | 5 oz. | 3. Drain very well and toss with French dressing and small amount of salt and pepper. Let stand until cool enough to combine with mayonnaise mixture. |
| Salt | to taste | |
| Pepper | to taste | |
| Lettuce, washed, cleaned, and trimmed | 4 heads | 4. Serve in lettuce cup. |

NOTE: Potatoes will crush somewhat when mixing. It is important that they are not overcooked to prevent complete mashing. Consistency may be adjusted as required.

## JOB SHEET #11

III. Evaluation

A. Evaluate potato salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Different ingredients identifiable | | | | |
| Flavor | Piquant<br>Not bland<br>Flavor may be from ingredients or dressing | | | | |
| Texture | Cubed, not lumpy | | | | |
| Temperature | Chilled plates<br>Cold ingredients | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points_______________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

## SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

## JOB SHEET #12--PREPARE AND EVALUATE A FROZEN SALAD
## (FROZEN FRUIT SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Frozen Fruit Salad

YIELD: 50 portions PORTION: 4 oz.

UTENSILS: Mixing bowls, French knife, cutting board, measuring utensils, scales, molds

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Plain gelatin | 1 oz. | 1. Sprinkle gelatin over water. |
| Water, cold | 1/2 c. | 2. Soak 10 minutes. |
| Orange juice | 1 3/4 c. | 3. Combine juices and heat to boiling point. |
| Pineapple juice | 1 3/4 c. | |
| | | 4. Add gelatin. Stir to dissolve. |
| Mayonnaise | 1 c. | 5. Cool until slightly congealed. |
| Cream, whipped | 2 c. | 6. Combine whipped cream and mayonnaise. |
| | | 7. Fold into the slightly congealed gelatin mixture. |
| Pineapple, diced drained | 1 lb. 2 oz. | |
| Orange sections, cut in halves | 1 lb. 8 oz. | |
| Peaches, sliced drained | 1 lb. 8 oz. | |
| Bananas, sliced | 2 lb. | |
| Pecans, chopped | 12 oz. | |
| Marachino cherries | 8 oz. | 8. Fold in fruit. |
| Marshmallows diced | 8 oz. | 9. Pour into molds and freeze. |

NOTES:

1. Frozen nondairy topping may be used in place of whipped cream.
2. Salad may be frozen in counter pans and cut into squares.

## JOB SHEET #12

III. Evaluation

A. Evaluate a frozen fruit salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Colorful<br>Fresh<br>Different ingredients evenly distributed<br>Clear cut edges | | | | |
| Flavor | Piquant<br>Not bland<br>Characteristic of ingredients used | | | | |
| Texture | Firm, frozen | | | | |
| Temperature | Chilled plates,cold ingredients | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring:

Total Points________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

# SALADS, FRUITS, AND SALAD DRESSINGS
## UNIT VIII

## JOB SHEET #13--PREPARE AND EVALUATE A MAIN COURSE SALAD (CHICKEN SALAD)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Chicken Salad

YIELD: 50 portions PORTION: 1/2 c.

UTENSILS: French knife, cutting board, mixing bowl, mixing utensil, measuring utensils, scales, #10 disher

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Cooked chicken cubes. | 6 lb. | 1. Cut chicken meat into 1/2 in. cubes. |
| Eggs, hard-cooked diced | 12 | |
| Celery, diced | 3 lb. | 2. Add remaining ingredients. |
| Salt | 2 T. | 3. Mix lightly. |
| Pepper, white | 1 t. | 4. Chill. |
| Mayonnaise | 3 c. | |
| Lemon juice | 4 t. | 5. Serve with No. 10 disher. |

NOTES

1. The marinating of cubed chicken with 2/3 c. French dressing for 2 hr. will improve flavor.
2. Turkey may be substituted for chicken.
3. Canned or frozen chicken or turkey may be used.

## JOB SHEET #13

III. Evaluation

A. Evaluate chicken salad using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable | | | | |
| Flavor | Piquant (zesty)<br>Not bland<br>Characteristic of ingredients used | | | | |
| Texture | Finely chopped, not lumpy<br>Well blended ingredients | | | | |
| Temperature | Chilled plates,cold ingredients | | | | |
| Compatibility | Appearance<br>Taste<br>Texture<br>Dressing | | | | |

Scoring: Total Points__________________

20-25 points . . . . Servable; good technique
15-20 points . . . . Check technique; serve with improvement in mind
10-15 points . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What technique should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

# SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

## UNIT OBJECTIVE

After completion of this unit, the student should be able to list types of hot and cold sandwiches, select true statements concerning cold sandwich wrapping, and complete a list of types of hors d'oeuvres, canapes, appetizers, and fancy sandwiches. The student should also be able to prepare and evaluate sandwiches, prepare a tomato rose, carve a radish bud, and prepare an apple bird garnish. This knowledge will be evidenced by correctly performing the procedures outlined in the job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to sandwiches with their correct definitions.
2. List types of hot sandwiches.
3. List four types of cold sandwiches.
4. Complete a list of sandwich ingredients.
5. List types of equipment and hand tools and utensils.
6. List two methods of preparation for sandwiches.
7. Select true statements concerning cold sandwich wrapping.
8. Circle the words which best complete statements concerning sandwich storage.
9. Select true statements concerning standards of quality for sandwiches.
10. Match terms related to hors d'oeuvres, canapes, appetizers, and garnishes with their correct definitions.
11. Complete a list of types of hors d'oeuvres, canapes, appetizers, and fancy sandwiches.
12. Select true statements concerning factors related to garnishes.
13. List basic edible ingredients used as garnishes.
14. Select true statements concerning techniques for adding designs and forms.
15. Complete a list of standards of quality for garnishes.

16. Demonstrate the ability to:

    a. Prepare and evaluate a mixed filling sandwich (chicken salad sandwich).
    b. Prepare and evaluate a dry filling sandwich (submarine sandwich).
    c. Prepare and evaluate a grilled sandwich (reuben sandwich).
    d. Prepare and evaluate a fried sandwich (Monte Cristo).
    e. Prepare and evaluate a decker type sandwich (club sandwich).
    f. Cut and set up a three decker sandwich (club sandwich).
    g. Prepare a tomato rose.
    h. Carve a radish bud.
    i. Prepare an apple bird garnish.

# SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

## INFORMATION SHEET

I. Terms related to sandwiches and their definitions

  A. Accompaniment--A food, such as coleslaw or french fries, that is eaten along with a sandwich

  B. Checkerboard--A type of tea sandwich that appears to be made of many small squares of alternating colors of bread

  C. Closed sandwich--A sandwich with a bread layer on both top and bottom

  D. Cornucopia--A tea sandwich with a base of rolled bread formed into a cone shape

  E. Decker sandwich--A sandwich made with three slices of toast and two layers of filling

  F. Dry filling--A filling such as lunch meat or cheese

  G. Frills--Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick

  H. Garnish--Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor

  I. Mis en place--Work area set up; means that all that is needed for the menu at a given shift is lined up and ready to use

  J. Monte Cristo--A deep-fat fried sandwich with a filling of turkey, ham, and cheese

  K. Open-faced sandwich--A sandwich on one slice of bread

  L. Pastry bag--A utensil used to apply fillings in decorative patterns

  M. Pinwheel--A type of tea sandwich made by rolling up and slicing bread to which spread and filling have been applied

  N. Pullman--A type of thin sliced bread usually used in making tea sandwiches

  O. Ribbon sandwich--A type of tea sandwich made with three layers of bread in two contrasting colors

  P. Sandwich--A food that consists of bread, spread, and filling

  Q. Spread--A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread

## INFORMATION SHEET

R. Tea sandwiches--Small attractively decorated cold sandwiches

S. Wedge--A sandwich made on a large crusted roll with a filling consisting of a varied assortment of meats, cheeses, and vegetables

T. Wet filling--A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

II. Types of hot sandwiches

A. Regular

B. Grilled

C. Toasted

D. French fried

E. Baked

F. Entree type with gravy or sauce

III. Types of cold sandwiches

A. Regular

B. Specialty

Examples: Open face, submarine

C. Decker

Example: Club sandwich

D. Fancy or decorative

Example: Tea sandwich

IV. Sandwich ingredients

A. Bread

B. Spreads

C. Fillings

1. Dry

Examples: Ground beef patties, sausages, cheeses, cold cuts

## INFORMATION SHEET

2. Wet

   Examples: Chicken salad, tuna salad

   **(CAUTION: Make only usable quantities for shift to avoid possible contamination.)**

D. Garnish

V. Types of equipment and hand tools and utensils

   A. Equipment

      1. Sandwich work center
      2. Double surface grill
      3. Open grill
      4. Microwave oven
      5. Overhead broiler
      6. Slicer
      7. Deep fat fryer

   B. Hand tools and utensils

      1. Knives

         a. French

         b. Serrated edge

      2. Forks
      3. Tongs
      4. Portion scoops
      5. Sandwich spatula

VI. Methods of preparation for sandwiches

   A. Individually by order

   B. Quantity

VII. Cold sandwich wrapping

   A. Sandwiches to be held for a time or for vending must be wrapped

   B. Procedure should be established to accomplish wrapping with a minimum of time and effort

## INFORMATION SHEET

C. Wrapped sandwiches should be identified by labeling or other method

D. Moisture/vapor-proof wrapping material should be used

E. Heat sealing is the recommended sealing method

F. If sandwiches are to be heated or frozen in their wraps, the wrapping material will have special requirements

VIII. Sandwich storage

A. Store sandwiches with perishable fillings under refrigeration

B. Protect unwrapped sandwiches from drying out or absorbing odors

C. Wax paper or other moisture barriers must be used between sandwiches

D. Place trays or baskets so as to allow air circulation to facilitate cooling

E. Stacking sandwiches increases danger of mashing and soaking

IX. Standards of quality for sandwiches

A. Appearance

1. Size and shape should be suitable for particular occasion
2. Arranged neatly and attractively
3. Garnished appropriately

B. Flavor

1. Appropriate for type
2. Well-blended
3. Pleasing

C. Texture

1. Bread should be firm, not crumbly or porous
2. Filling should have identifiable pieces; spread to edge of bread

D. Temperature

1. Hot sandwiches served hot
2. Cold sandwiches served cold

E. Combination of ingredients

1. Compatible
2. Appealing

## INFORMATION SHEET

X. Terms related to hors d'oeuvres, canapes, appetizers, and garnishes and their definitions

   A. Appetizers--Beverages or assorted snacks served before a meal, as the first course, or with cocktails, wines, or punch

   B. Canapes--Small pieces of bread, toast, wafer, pastry, covered with piquant food and garnished for eye appeal

   C. Filling--The main ingredient in canapes

   D. Finger foods--Foods such as canapes and hors d'oeuvres that are designed to be eaten with the fingers

   E. Garde manger chef--Individual who supervises pantry and area in which cold meats and fish are prepared

   F. Garde manger station--Preparation area for assembling cold foods, salads, cold meats, and fish

   G. Garniture--Use of garnishes to enhance flavor and appearance of foods when served

   H. Hors d'oeuvre--Bite size dish eaten with fingers or toothpick

   (NOTE: In some cases, an hors d'oeuvre may be a sandwich.)

   I. Pastry bag--A utensil used to apply fillings in decorative patterns

   J. Sandwich spatula--A utensil used to apply spreads

XI. Types of hors d'oeuvres, canapes, appetizers, and fancy sandwiches

   A. Hors d'oeuvres

      1. Relishes

      2. Bite size

      3. Smoked or processed

      4. In sauce

   B. Canapes

      1. Hot sandwiches

      2. Cold sandwiches

      3. Open faced

## INFORMATION SHEET

C. Appetizers

  1. Juice cocktails
  2. Fruit or vegetable cups
  3. Seafood cocktails

D. Fancy sandwiches

  1. Checkerboard
  2. Cornucopia
  3. Pinwheel
  4. Ribbon
  5. Tea sandwiches

XII. Factors related to garnishes

A. Garniture is probably used more extensively in the pantry and garde manger section than any other

B. Garde manger section may do more decorating on cold meats and buffet items

C. Garnishes may be traditional and considered more as accompaniments

Example: Yorkshire pudding with roast beef

D. Garnish size should be related to the size of food it garnishes

E. An elaborate garnish of high degree may be required for elegant occasions

Example: Tomato rose

F. Simple, well designed garnishes are best in most cases

G. Labor involved in garniture work must be considered

## INFORMATION SHEET

H. Garnishes should be used to add natural color; choose complementary ingredients

## Palette of Ingredients

**Green**

**Vegetables and Greens**
- Cabbage
- Celery
- Chives
- Cucumber (peel)
- Fresh herbs
- Green chili peppers
- Lettuces:
  - Bibb
  - Boston
  - Chicory
  - Escarole
  - Limestsone
  - Romaine
- Mustard greens
- Peas
- Scallions (green part)
- Snow peas
- Spinach
- Turnip greens
- Zucchini (with skin)
- Watercress

**Fruits**
- Avocados
- Green apples (with skin)
- Greengage plums
- Lime zest
- Kiwis

**Yellow/Orange**

**Vegetables**
- Carrots
- Summer squash
- Sweet potatoes
- Wax beans

**Fruits**
- Apricots
- Cantaloupes
- Lemon zest
- Mangoes
- Orange segments
- Orange zest
- Papaya
- Peaches
- Tangerine segments

**Red/Purple**

**Vegetables and Greens**
- Beets
- Kidney beans
- Eggplants (with skin)
- Pimientos
- Radishes
- Red cabbage
- Red leaf lettuce
- Red onions
- Red bell peppers
- Red chili peppers
- Red potatoes (with skin)

**Fruits**
- Apples (with red skin)
- Persimmons
- Plums
- Raspberries
- Red pears (with skin)
- Strawberries
- Tokay grapes
- Tomatoes

**Beige/Brown**

**Garnishes**
- Almonds
- Anchovies
- Croutons
- Pecans
- Raisins
- Walnuts

**Blue/Black**

**Vegetables**
- Black olives
- Truffles

**Fruits**
- Blueberries
- Blackberries
- Concord grapes

**White**

**Vegetables**
- Belgian endives
- Cauliflower
- Cucumber (pared)
- Great Northern white beans
- Mushrooms
- Onions
- Potatoes (pared)
- Turnips
- Zucchini (pared)

**Fruits**
- Apples (pared)
- Bananas
- Grapefruit sections
- Pears (pared)

XIII. Basic edible ingredients used as garnishes

A. Fresh raw vegetables

Examples: Carrots, radishes, cucumbers, tomatoes, celery

B. Fresh cooked vegetables

C. Canned or marinated vegetables

D. Fresh raw fruits

Examples: Green apples, red apples, apricots, cantaloupes, oranges, strawberries

E. Canned fruits

F. Candied fruits

G. Fresh herbs

H. Aspic sheets

I. Hard boiled eggs

J. Fish roes

## INFORMATION SHEET

K. Baked goods

L. Dairy products

XIV. Techniques for adding designs and forms

A. Slicing

1. Fresh, raw vegetables to be sliced should be blanched and marinated; fruits do not require this treatment

2. Always wash raw vegetables and fruits thoroughly

3. Vegetables and fruits may be either peeled or left unpeeled depending on effect desired

B. Carving

1. Basic flowers are a good beginning point as they are relatively simple to make and do not require a great amount of time

2. Other designs may be added as experience and time permit

   Examples: Intricate flowers, chains, fish nets

C. Bouquets

1. Fruits and vegetables can be cut in julienne strips, bunched or bundled, and added together

2. Loose items such as peas and diced fruits may be cradled in melon containers, artichoke bottoms, or other carved food containers

   (NOTE: Fresh, cooked, canned, or marinated ingredients may be used in place of raw ingredients in some cases.)

XV. Standards of quality for garnishes

A. Should be edible

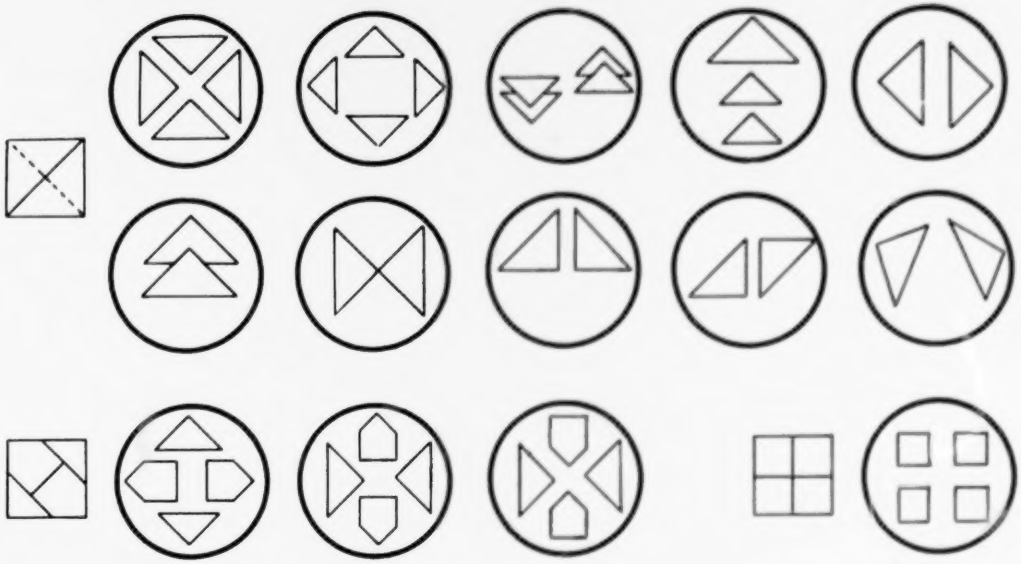
B. Should complement the food they garnish

C. Contrast is desirable but should not be excessive

D. Natural color and simple designs are preferred

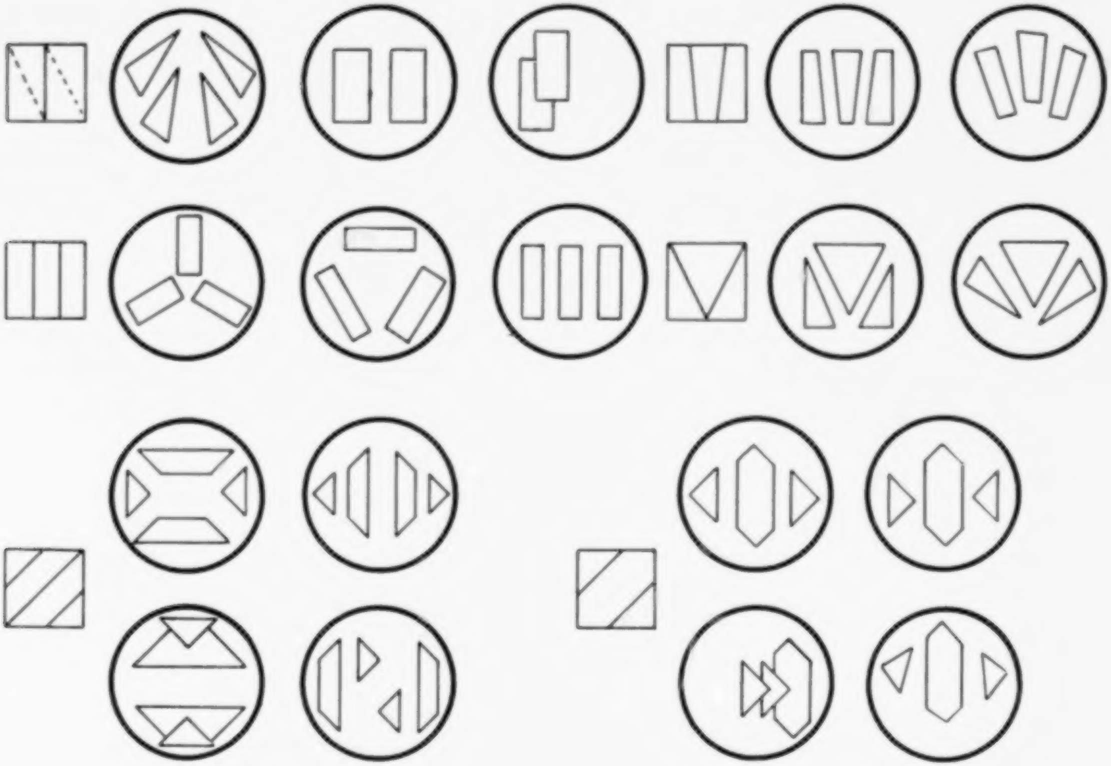
E. Should be fresh in appearance

# Cutting and Arranging Sandwiches



**(NOTE: Sandwiches should be arranged for variety, visual acceptability, and combination with other items, such as soups.)**

# Cutting and Arranging Sandwiches
# (Continued)



## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

### JOB SHEET #1--PREPARE AND EVALUATE A MIXED FILLING SANDWICH (CHICKEN SALAD SANDWICH)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Chicken Salad Sandwich
YIELD: 50 sandwiches PORTION: One sandwich
UTENSILS: French knife, cutting board, mixing container, No. 24 disher, sandwich spatula

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Chicken, cooked and chopped | 4 lb. | 1. Combine filling ingredients; mix until well blended. |
| Almonds, toasted and chopped | 4 oz. | |
| Salt | 2 t. | |
| Celery, chopped fine | 8 oz. | |
| Vinegar | 1/4 c. | |
| Mayonnaise | 1 c. | |
| Bread | 100 slices | |
| Lettuce | 2-3 heads | 2. Arrange bread slices in four rows for assembling sandwiches. Use one No. 24 disher of filling to each slice.<br>3. Spread each slice of bread with butter.<br>4. Portion filling on each slice of bread in alternate rows.<br>5. Add lettuce leaf to each slice on top of filling.<br>6. Top with second slice of bread from alternate row, butter side down to lettuce.<br>7. Add another layer of bread and continue as directed until complete. |
| Butter, softened or whipped | | |

NOTE: Refrigerate until served.

## JOB SHEET #1

III. Evaluation

A. Evaluate a chicken salad sandwich using the following form. Rate each standard of quality by placing an "X" in the appropriate column; then total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Size and shape should be suitable for occasion<br>Arranged neatly and attractively | | | | |
| Flavor | Appropriate for type<br>Well blended<br>Pleasing | | | | |
| Texture | Bread should be firm, not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread | | | | |
| Temperature | Hot sandwiches hot<br>Cold sandwiches cold | | | | |
| Combination | Bread, filling, and garnish compatible and appealing | | | | |

Scoring: Total points________________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

    a. Measuring

    b. Temperature of cookery

    c. Mixing

    d. Preparation

## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

### JOB SHEET #2--PREPARE AND EVALUATE A DRY FILLING SANDWICH (SUBMARINE SANDWICH)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Mixer

B. Mixing bowl

C. Wire whip

D. Slicer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Submarine Sandwich
YIELD: 50 sandwiches PORTION: One sandwich
UTENSILS: French knife, cutting board, sandwich spatulas, tongs

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Butter or margarine | 8 oz. | 1. Whip butter until fluffy. |
| Light cream | 1/4 c. | 2. Add cream. |
| Mayonnaise | 3 c. | 3. Lightly blend in remaining ingredients. |
| Mustard, prepared | 1/4 c. | |
| Pickle relish | 1/2 c. | |
| Submarine buns | 20 | 4. Split buns. |
| | | 5. Spread buns with spread mixture and arrange in working rows. |
| Salami, 1/2 oz.slices | 1 lb. 12 oz. | 6. Arrange on each bun, 1/2 oz. of of each 3 kinds of meat. |
| Spiced ham 1/2 oz.slices | 1 lb. 12 oz. | |
| Ham, Pullman 1/2 oz.slices | 1 lb. 12 oz. | 7. Place 2 1/2 oz. triangles of cheese on meat. |
| American cheese, 1 oz.slices cut diagonally | 3 lb. 2 oz. | 8. Place 2 slices of tomato on cheese. |
| Tomatoes, fresh, sliced | 2 doz. medium | |
| Pickles, dill slices, well drained | 1 qt. | 9. Place 2 slices of pickles on tomatoes. |
| | | 10. Wrap individually or arrange on trays, cover and refrigerate until serving.<br>11. Arrange on serving plate, garnish and place accompaniment at serving time.<br>12. Serve immediately to guest. |

NOTE: Other meats, such as turkey, corned beef, or pork may be used.

## JOB SHEET #2

III. Evaluation

A. Evaluate a submarine sandwich using the following form. Rate each standard of quality by placing an "X" in the appropriate column; then total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Size and shape should be suitable for occasion<br>Arranged neatly and attractively | | | | |
| Flavor | Appropriate for type<br>Well blended<br>Pleasing | | | | |
| Texture | Bread should be firm, not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread | | | | |
| Temperature | Hot sandwiches hot<br>Cold sandwiches cold | | | | |
| Combination | Bread, filling, and garnish compatible and appealing | | | | |

Scoring: Total points ________________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

## JOB SHEET #3--PREPARE AND EVALUATE A GRILLED SANDWICH (REUBEN SANDWICH)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Sandwich or open grill

B. Grill spatula

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Reuben Sandwich
YIELD: 50 sandwiches PORTION: One sandwich
UTENSILS: Sandwich spatula, tongs, pastry brush, French knife, and cutting board

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Bread, rye | 100 slices | 1. Spread bread slices with 1 tsp. of Thousand Island Dressing and arrange in working rows.<br>(NOTE: Usually 4x4 is satisfactory.) |
| Thousand Island Dressing | 2 c. | |
| Corned beef, cooked, sliced very thin | 4 lb. | 2. On alternate rows of bread, place ingredients in order listed. |
| Sauerkraut, well drained | 1 1/2 qt. | 3. Cover with top slice of bread. |
| Swiss cheese, 1 oz. slices | 3 lb. 2 oz. | 4. Continue assembling sandwiches following above procedure until all complete.<br>5. Arrange on trays and cover with wax paper. Refrigerate until time to grill. |
| Butter, or margarine, melted | 1 lb. | 6. Brush sandwich with melted butter and place on grill.<br>7. Butter top side and turn to grill.<br>8. Remove when grilled. Cut and arrange on serving plate with garnish and accompaniment<br>9. Serve immediately to guest. |

## JOB SHEET #3

III. Evaluation

A. Evaluate a reuben sandwich using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Size and shape should be suitable for occasion<br>Arranged neatly and attractively | | | | |
| Flavor | Appropriate for type<br>Well blended<br>Pleasing | | | | |
| Texture | Bread should be firm, not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread | | | | |
| Temperature | Hot sandwiches hot<br>Cold sandwiches cold | | | | |
| Combination | Bread, filling, and garnish compatible and appealing | | | | |

Scoring: Total points__________________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   d. Preparation

## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

### JOB SHEET #4--PREPARE AND EVALUATE A FRIED SANDWICH (MONTE CRISTO)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Slicer

B. Fryolator

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Monte Cristo Sandwich
YIELD: 50 sandwiches PORTION: One sandwich
UTENSILS: Sandwich spatula;, tongs, food trays, mixing bowl, wire whip, shallow pan, measuring utensils, scale

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Bread, white (sliced) | 100 slices | 1. Lightly butter bread slices and arrange in working rows.<br>(NOTE: 4 x 5 is usually a good arrangement.) |
| Butter, room temperature | 8 oz. | |
| | | |
| Ham (1 oz. slices) | 3 lb. 2 oz. | 2. Arrange on each slice in alternate rows, one slice of each in order listed. |
| Cheese, Swiss (1/2 oz. slices) | 1 lb. 9 oz. | |
| Chicken (1 oz. slices) | 1 lb. 2 oz. | |
| Cheese, American (1/2 oz. slices) | 1 lb. 9 oz. | 3. Top with second slice of bread. |
| | | 4. Place on trays.<br>5. Cover and refrigerate until serving time. |
| Eggs | 8 | 6. Combine egg, water, and salad oil in bowl. |
| Water, cold | 1/4 c. | |
| Salad oil | 1/4 c. | 7. Blend well with wire whip and pour in pan. |
| Bread crumbs | | 8. Holding sandwich together, dip in egg mixture and in bread crumbs. |
| | | 9. Place in fryolator at 350°F, and place screen over to submerge. Fry until golden brown, approximately 2 min. |

NOTE: Sandwich may be fried in shallow skillet or heavily oiled pan and placed in hot oven at 400°F instead of deep frying.

## JOB SHEET #4

III. Evaluation

A. Evaluate a Monte Cristo sandwich using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Size and shape should be suitable for occasion<br>Arranged neatly and attractively | | | | |
| Flavor | Appropriate for type<br>Well blended<br>Pleasing | | | | |
| Texture | Bread should be firm, not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread | | | | |
| Temperature | Hot sandwiches hot<br>Cold sandwiches cold | | | | |
| Combination | Bread, filling, and garnish compatible and appealing | | | | |

Scoring: Total points__________________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

## JOB SHEET #5--PREPARE AND EVALUATE A DECKER TYPE SANDWICH (CLUB SANDWICH)

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Toaster

B. Slicer

C. Grill or oven

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME: Club Sandwich
YIELD: One sandwich PORTION: One sandwich
UTENSILS: French knife, cutting board, tongs, sandwich spatula

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Bread | 3 slices | 1. Toast 3 slices of bread.<br>2. Butter toast and arrange in row on cutting board.<br>3. Place chicken or turkey slices on one piece toast.<br>4. Spread portion of mayonnaise on slices.<br>5. Place lettuce leaf, flat on mayonnaise.<br>6. Place second slice of toast on top of chicken or turkey.<br>7. Place bacon on top of toast.<br>8. Place tomato slices on top of bacon.<br>9. Spread remaining mayonnaise on third slice of toast.<br>10. Place on tomatoes, mayonnaise side down.<br>11. Square sandwich, press together lightly.<br>12. Cut sandwich, arrange on service plate, garnish, and serve to customer.<br>(NOTE: See Job Sheet #6 for cutting and plating instructions for decker sandwiches.) |
| Butter (spread) | 1 T. | |
| Chicken or turkey breast, sliced | 2 oz. | |
| Mayonnaise | 2 T. | |
| Lettuce leaf | 1 | |
| Bacon, (cooked) cut in half | 4 slices | |
| Tomato slices | 4 slices | |
| detail | | |

NOTE: Suggested accompaniments include chips, potato salad, or coleslaw.

## JOB SHEET #5

III. Evaluation

A. Evaluate a club sandwich using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Size and shape should be suitable for occasion<br>Arranged neatly and attractively | | | | |
| Flavor | Appropriate for type<br>Well blended<br>Pleasing | | | | |
| Texture | Bread should be firm, not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread | | | | |
| Temperature | Hot sandwiches hot<br>Cold sandwiches cold | | | | |
| Combination | Bread, filling, and garnish compatible and appealing | | | | |

Scoring: Total points________________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

# SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

## JOB SHEET #6--CUT AND SET UP A THREE DECKER SANDWICH (CLUB SANDWICH)

I. Tools and materials

A. Club sandwiches

B. Frilled toothpicks

C. Cutting board

D. French knife

E. Service plate

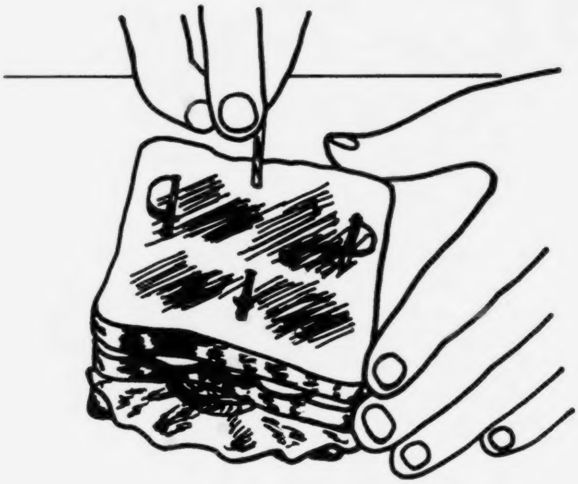
F. Appropriate garnish

G. Accompaniment if required

II. Procedure

A. Stick picks into sandwich, straight down in middle of each of four rims about one and a half fingers away from outside edge (Figure 1)

FIGURE 1

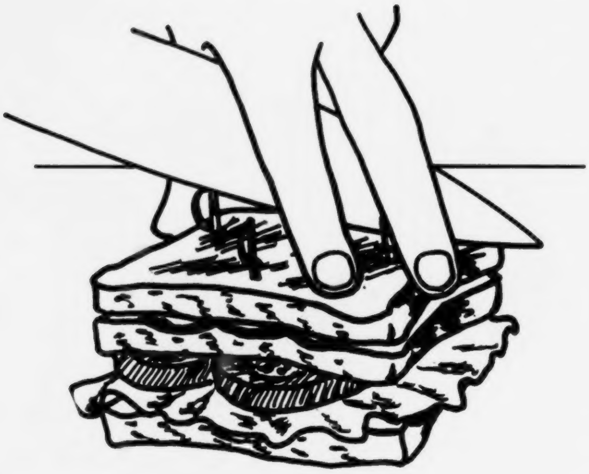


(NOTE: Use frilled picks or top toothpicks with olives for customer safety.)

## JOB SHEET #6

B. Use all fingers to hold sandwich in place while cutting, diagonally twice from corner to corner, into four triangles (Figure 2)

FIGURE 2



C. Lift two sections with flat side of knife blade and align with the second two sections to form a diamond shape (Figures 3 and 4)

FIGURE 3

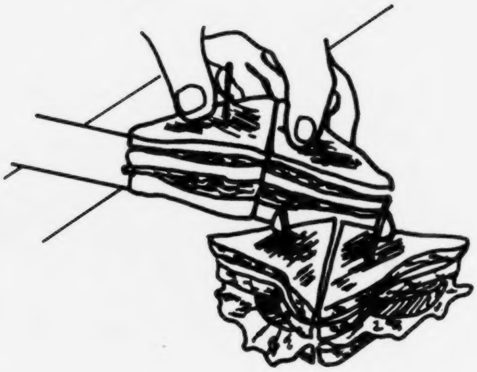
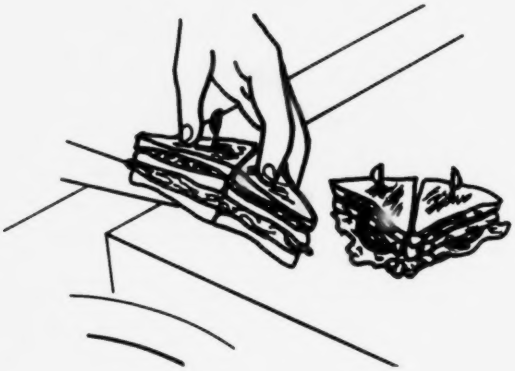


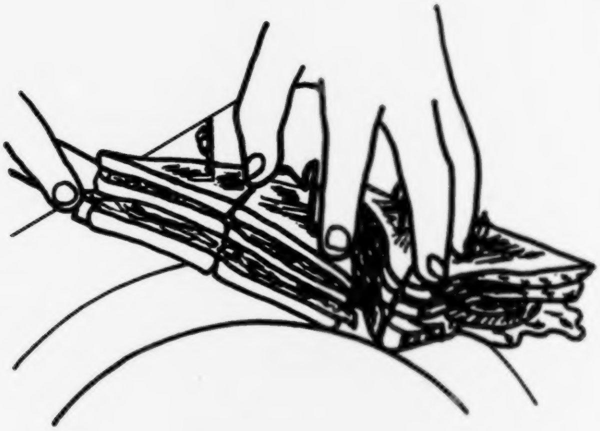
FIGURE 4



## JOB SHEET #6

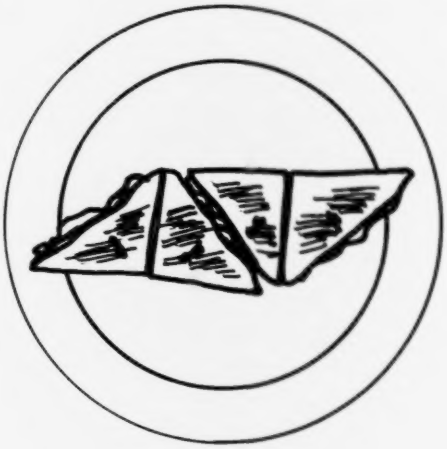
D. Lift all four sections with the flat side of knife blade (Figure 5)

FIGURE 5



E. Transfer to the service plate (Figure 6)

FIGURE 6



(NOTE: Refer to Transparencies 1 and 2 for variety of cutting and plating methods.)

F. Add appropriate garnish and accompaniment, if required, and serve immediately to guest

## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

### JOB SHEET #7--PREPARE A TOMATO ROSE

I. Tools and materials

- A. Tomato
- B. Paring knife

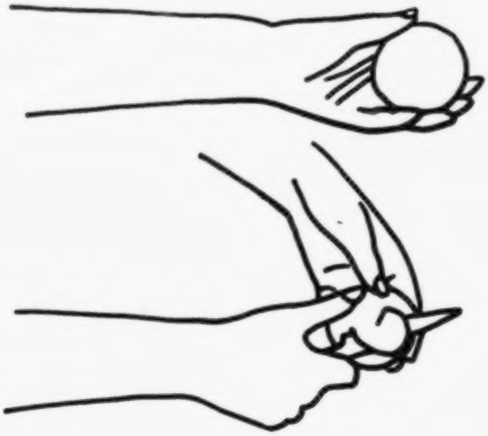
  (NOTE: A peeler may be used in place of a paring knife.)

- C. Cutting board
- D. Lettuce leaves or other green leaves

II. Procedure

- A. Select a firm ripe tomato and begin to peel it in a long strip (Figure 1)

FIGURE 1

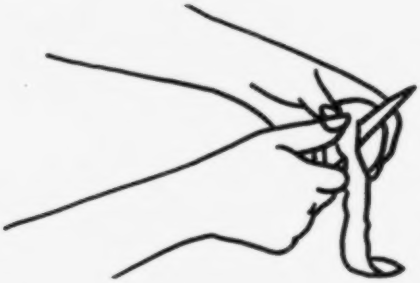


(NOTE: Strip should be about one-half inch wide; paring knife should be very sharp.)

## JOB SHEET #7

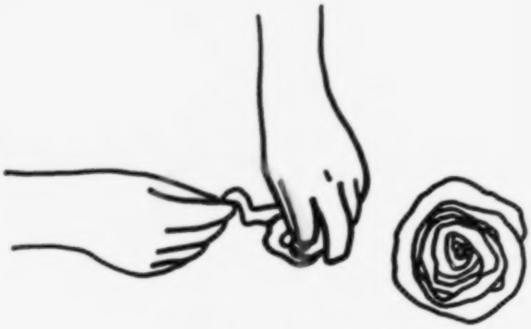
B. Continue peeling entire tomato in one long continuous strip (Figure 2)

FIGURE 2



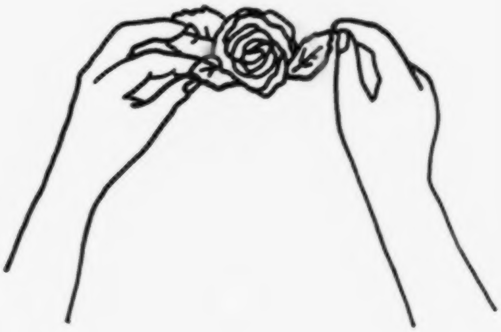
C. Form rose by beginning at the center and wrapping the peel around and around in spiral fashion (Figure 3)

FIGURE 3



D. Place on food to be garnished and add lettuce leaves or other greenery to enhance the effect (Figure 4)

FIGURE 4



## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

### JOB SHEET #8--CARVE A RADISH BUD

I. Tools and materials

- A. Radish (without blemish)
- B. Paring knife
- C. Cutting board
- D. Bowl of ice water

II. Procedure

- A. Cut leaves and tip from radish (Figures 1 and 2)

FIGURE 1

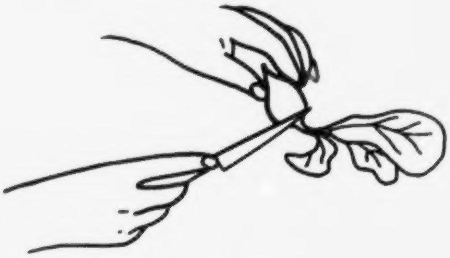
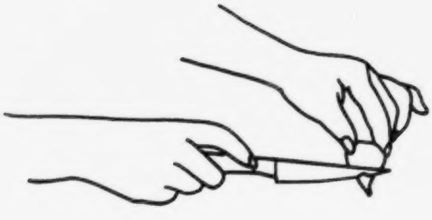


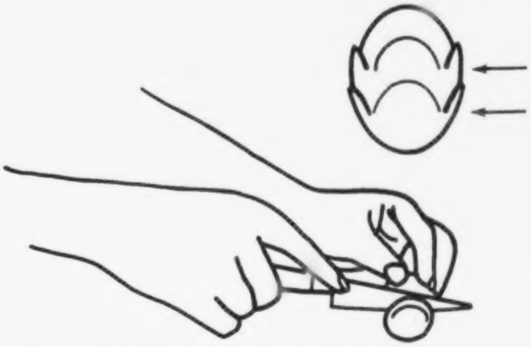
FIGURE 2



## JOB SHEET #8

B. Make two cuts in each of the four sides of the radish (Figure 3)

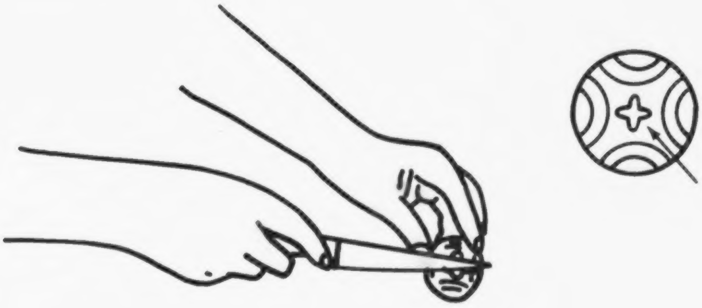
FIGURE 3



(NOTE: Tip end [root] of the radish should be up.)

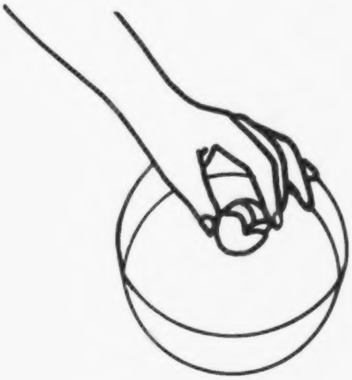
C. Cut a cross in the top of the bud, where tip was cut off (Figure 4)

FIGURE 4



D. Soak the radish bud in ice water until the petals open up (Figure 5)

FIGURE 5



## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

### JOB SHEET #9--PREPARE AN APPLE BIRD GARNISH

I. Tools and materials

   A. Paring knife

   B. Red apple

   C. Citrus acid solution (lemon juice in water)

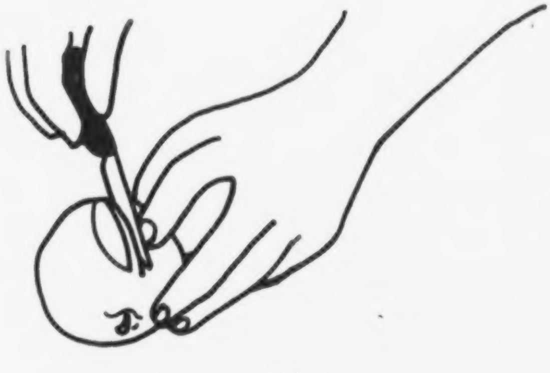
II. Procedure

   A. Slice off one-third of apple to provide base for bird to rest on

   (NOTE: Save apple slice to use later for preparing neck and head.)

   B. Cut small wedge from apple in top center; continue slices on each side of wedge forming thin taco shaped slices that become larger as more are cut (Figure 1)

   FIGURE 1



100

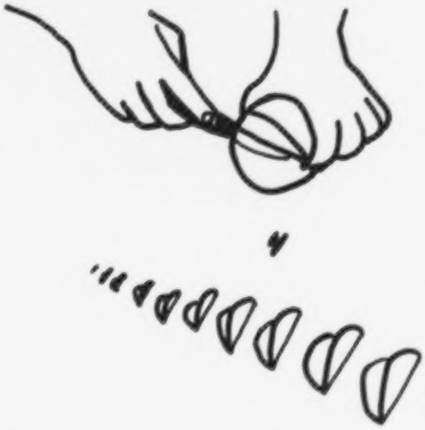
   (NOTE: Apple wedges and apple should be dipped in citrus solution to prevent discoloration.)

   C. Leave a ridge of apple in place on each side of top wedge to provide a foundation for the wings and tail

## JOB SHEET #9

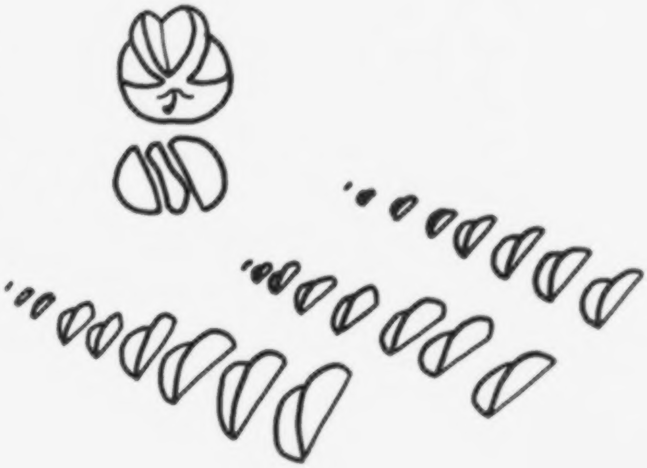
D. Cut small wedge on each side of apple; continue slices to form taco shaped wedges from each side to form wings (Figure 2)

FIGURE 2



E. Slice taco shaped wedges carefully from each location until enough have been obtained to form tail and wings (Figure 3)

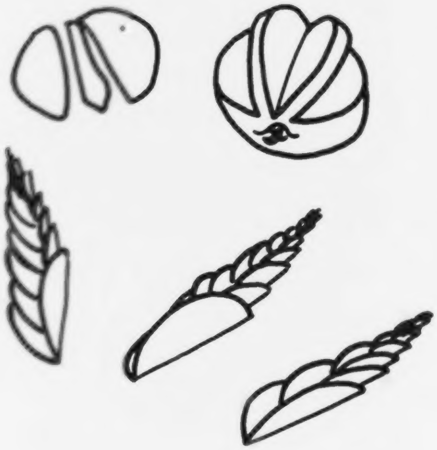
FIGURE 3



## JOB SHEET #9

F. Assemble slices in order of cutting in slightly overlapping position to form wings and tail (Figure 4)

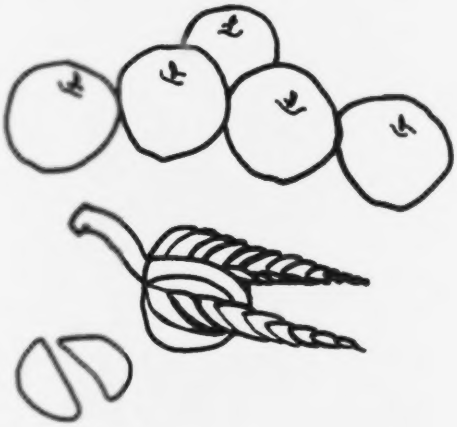
FIGURE 4



G. Cut thin shaped section for slice of apple removed in step A to form neck and head of bird

H. Insert whole cloves for eyes on each side of bird head between wings in front of apple (Figure 5)

FIGURE 5



I. Perch completed bird on pedestal or rim of serving containers for display as garnish

# QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

## UNIT OBJECTIVE

After completion of this unit, the student should be able to match main ingredients with their functions, identify shapes of yeast or dinner rolls, and complete a list of factors influencing the quality of baked products. The student should also be able to prepare and evaluate quick breads and yeast products. This knowledge will be evidenced by correctly performing the procedures outlined in the job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to quick breads and yeast products with their correct definitions.
2. Match main ingredients with their functions.
3. List five common types of quick breads.
4. Select common types of yeast breads.
5. Identify shapes of yeast or dinner rolls.
6. Select true statements concerning steps for using yeast.
7. Complete list of factors influencing the quality of baked products.
8. Circle the words which best complete standards of quality for quick breads and yeast products.
9. Demonstrate the ability to:
    a. Prepare and evaluate plain muffins.
    b. Prepare and evaluate baking powder biscuits.
    c. Prepare and evaluate banana nut bread.
    d. Prepare and evaluate corn bread.
    e. Prepare and evaluate cake doughnuts.
    f. Prepare and evaluate white bread.
    g. Prepare and evaluate yeast rolls.
    h. Prepare and evaluate basic sweet rolls.

# QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

## INFORMATION SHEET

I. Terms and definitions

   A. Batter--An unbaked mixture of ingredients that is thin enough to be scooped, spooned, or poured

   B. Biscuits--Small round forms of quick bread often made with baking powder as a source of leavening

   C. Compressed yeast--A moist form of yeast that must be dissolved in liquid before being used to make bread dough

   D. Consistency--The degree of density of a mixture or its thickness or thinness

   E. Creaming--Method of mixing fat and sugar that adds air to the mixture and helps make the product light and fluffy

   F. Dough--An unbaked mixture of ingredients which is thick enough to be rolled out or kneaded

   G. Dough hook--A mixer attachment used for machine kneading of bread dough

   H. Drop batter--Batter that must be spooned or scooped from container

   I. Dry yeast--A granular form of yeast that may be combined with other dry ingredients for mixing into bread dough

   J. Gluten--An elastic substance that is formed when flour and water are mixed and manipulated, and that gives baked products their structural strength

   K. Knead--To fold and press dough to force out gas

   L. Leavening agent--A gas such as air, steam, or carbon dioxide which, when trapped in a dough or batter and heated, causes the product to increase in volume

   M. Loaf--A shaped or molded mass of bread

   (NOTE: Loaves are made from yeast-raised dough and the shape is determined by baking pan.)

   N. Muffins--Small individual quick breads made from a batter and baked in a cup-shaped pan

   O. Paddle--A mixer attachment used to mix doughs and batters

   P. Pastry method--A mixing method in which the shortening is cut into the dry ingredients to help make the product flaky

   Q. Popovers--Puffed up individual quick breads that are leavened primarily by the natural action of steam

## INFORMATION SHEET

- R. Pour batter--Batter thin enough to be poured from container
- S. Proof--To raise a yeast dough by putting it in a warm, moist place
- T. Proof box--A cabinet with temperature and humidity controls where yeast doughs are placed to rise
- U. Punch--To press raised dough with your fist to force out extra gases trapped during the rising process
- V. Quick breads--Varieties of bread products that are simple and quick to prepare, and that do not use yeast as a source of leavening action
- W. Rest--To allow dough to set after punching, scaling, and rounding for gluten strands to relax for ease in rolling and cutting
- X. Scaling--Dividing dough into uniform weights and shapes
- Y. Sweet dough-A yeast-raised dough enriched with sugar and eggs
- Z. Turnover--A triangular-shaped variety of Danish pastry in which the filling is sealed inside the pastry covering
- AA. Yeast--A group of one-celled microscopic plants which produce the leavening agent, carbon dioxide, in many baked products

II. Main ingredients and their functions

- A. Leavening agents--Cause products to increase in volume

  Examples: Steam, yeast, baking powder

- B. Flour
  1. Body
  2. Structure
- C. Liquid
  1. Moisten
  2. Activates leavening agent
  3. Flavor
- D. Shortening
  1. Tenderize
  2. Add richness
  3. Flavor

## INFORMATION SHEET

- E. Eggs
  - 1. Volume
  - 2. Color
  - 3. Nutrients
  - 4. Flavor
  - 5. Texture
- F. Sugar
  - 1. Food for yeast
  - 2. Sweetening
  - 3. Browning
  - 4. Tenderizer
- G. Salt
  - 1. Flavor
  - 2. Controls growth of yeast

III. Common types of quick breads

- A. Muffins
- B. Biscuits
- C. Popovers
- D. Loaf breads
- E. Waffles
- F. Pancakes

IV. Common types of yeast breads

- A. White
- B. Whole wheat
- C. Rye
- D. Pumpernickel
- E. Caraway rye

## INFORMATION SHEET

V. Shapes of yeast or dinner rolls (Transparency 1)

  A. Crescent

  B. Parker House

  C. Cloverleaf

  D. Single knot

  E. Double knot

  F. Pan

  G. Braided

  H. Butterflake

(NOTE: Garnishing breads and rolls may be accomplished by adding poppy or sesame seeds or using a wash for crisp or soft surfaces.)

VI. Steps for using yeast

(NOTE: Recipes should be checked carefully for the weight differneces in dry and compressed yeast.)

  A. Add yeast to warm water

  (NOTE: Temperature must not exceed 110°F)

  B. Do not stir

  C. Allow yeast to soak ten minutes

  D. Stir until yeast is dissolved

  E. Subtract the amount of dissolving water from that shown in the recipe unless specifically mentioned

VII. Factors influencing the quality of baked products

  A. Temperature of ingredients

  (NOTE: The temperature should neither be too hot nor too cold, approximately 70°-75°.)

  B. Method of mixing ingredients

  (NOTE: Avoid overmixing and add ingredients in proper sequence.)

## INFORMATION SHEET

C. Mixing time

(NOTE: The mixing time varies with different recipes. All sugar must be dissolved and all the fat distributed.)

D. Baking pan size

E. Oven temperature

VIII. Standards of quality

A. Appearance--Shape should be characteristic of product; crust should be evenly browned and free from cracks or bulges

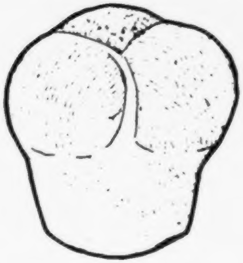
B. Flavor--Ingredients well blended; no bitterness

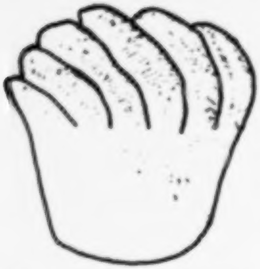
C. Texture--Moist, tender; free from doughiness

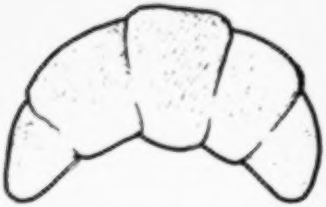
D. Volume--Light in weight in proportion to size

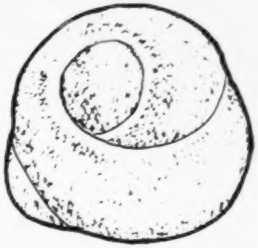
E. Uniformity--Uniform in size and shape; characteristic of kind being made

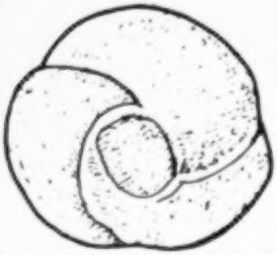
# TYPES OF YEAST-RAISED ROLLS

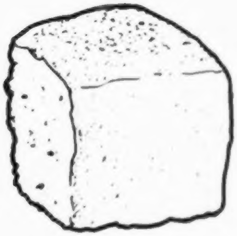

Cloverleaf Roll

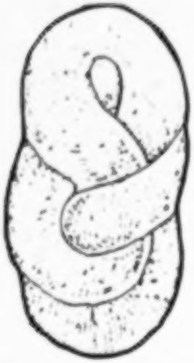

Butterflake Roll

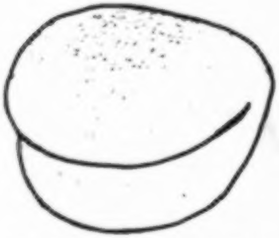

Crescent Roll


Single-Knot Roll


Double-Knot Roll


Pan Roll


Braided Roll


Parker House Roll

## QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

### JOB SHEET #1--PREPARE AND EVALUATE PLAIN MUFFINS

I. Equipment

A. Oven

B. Mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Plain Muffins | | |
| YIELD | 5 dozen | PORTION | One muffin |
| UTENSILS | Mixing bowl, flat beater, baker's scale, measuring utensils, No. 20 disher, muffin tins, scraper | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Flour | 2 lb. 8 oz. | 1. Combine dry ingredients in mixing bowl. |
| Baking powder | 2 oz. | 2. Blend, using flat beater, on low speed. |
| Salt | 1 T. | |
| Sugar | 6 oz. | |
| Eggs, beaten | 4 | 3. Combine eggs, milk, and shortening. |
| Milk | 1 1/2 qt. | 4. Add to dry ingredients. Mix only to blend at low speed for 15 seconds. Batter will be lumpy. |
| Shortening, melted cooled | 8 oz. | |
| | | 5. Measure with No. 20 disher into well-greased muffin pans, about 2/3 full. Batter should be dipped all at once with as little handling as possible, but may be refrigerated a short time and baked as needed.<br>6. Bake at 400°F for 25 minutes. |

NOTE: Paper liners may be used.

## JOB SHEET #1

III. Evaluation

A. Evaluate plain muffins using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown, well rounded top, free from peaks and cracks | | | | |
| Flavor | Pleasing flavor<br>Characteristic of kind with no bitterness | | | | |
| Texture | Round, even cells, free from tunnels<br>Tender, moist and light | | | | |
| Crust | Tender, pebbly, or slightly rough and shiny | | | | |
| Uniformity | Same size and shape<br>Large in proportion to weight | | | | |

Scoring: Total Points ______________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature

   c. Mixing

   d. Preparation

# QUICK BREADS AND YEAST PRODUCTS
# UNIT XVI

## JOB SHEET #2--PREPARE AND EVALUATE BAKING POWDER BISCUITS

I. Equipment

A. Oven

B. Mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Baking Powder Biscuits

YIELD 100 biscuits PORTION Two 2 1/2 inch biscuits

UTENSILS Mixing bowl, dough hook, baker's scale, measuring utensils, rolling pin, biscuit cutter, baking pans

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Flour | 5 lb. | 1. Mix dry ingredients at low speed. |
| Baking powder | 5 oz. | |
| Salt | 2 T. | |
| Shortening | 1 lb. 4 oz. | 2. Add shortening.<br>3. Mix at low speed until crumbly. |
| Milk | 1 3/4-2 qt. | 4. Add milk.<br>5. Mix at low speed to form a soft dough. Do not overmix. Dough should be as soft as can be handled.<br>6. Place one-half of dough on lightly floured board or table. Knead lightly 15-20 times.<br>7. Roll to 3/4-in. thickness. Cut with biscuit cutter.<br>8. Place on baking sheet 1/2 in. apart for crusty biscuits, just touching for softer biscuits. Repeat, using remaining dough.<br>(NOTE: Biscuits may be held several hours in the refrigerator until time to bake.)<br>9. Bake at 425°F for 15 minutes. |

## JOB SHEET #2

III. Evaluation

A. Evaluate baking powder biscuits using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Uniform browning on tops and bottoms, with lighter sides | | | | |
| Flavor | Blended flavor of well-baked ingredients, with no bitterness | | | | |
| Texture | Tender, flaky, slightly moist, pulling off in thin sheets | | | | |
| Crust | Tender, moderately smooth<br>Free from excess flour | | | | |
| Uniformity | Uniform in size with straight sides<br>Twice the size of unbaked dough | | | | |

Scoring: Total Points ______________

20-25 points. . . . . . . . . Servable; good technique
15-20 points. . . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

## QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

### JOB SHEET #3--PREPARE AND EVALUATE BANANA NUT BREAD

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Oven

B. Mixer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Banana Nut Bread

YIELD 4 loaves 4 x 9 in. PORTION 14 slices per loaf

UTENSILS Mixing bowl, flat paddle baker's scale, measuring utensils, 4 loaf pans, bowl scraper

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Shortening | 10 oz. | 1. Cream shortening and sugar (medium speed) for 5 min. |
| Sugar | 1 lb. 10 oz. | |
| Eggs | 5 | 2. Add eggs to creamed mixture and beat 2 min. |
| Bananas mashed | 1 lb. 10 oz. | 3. Add bananas and mix 1 minute. |
| Flour | 2 lb. | 4. Combine dry ingredients and nuts. |
| Baking powder | 4 T. | |
| Salt | 2 t. | |
| Soda | 1/2 t. | |
| Nuts, chopped | 8 oz. | |
| Milk | 3/4 c. | 5. Add dry ingredients and milk to creamed mixture. |
| | | 6. Mix at low speed for 1 minute.<br>7. Divide batter into 4 greased loaf pans, approximately 1 lb. 10 oz. per pan. Let stand 30 minutes before baking.<br>8. Bake at 350°F 50 minutes. |

## JOB SHEET #3

III. Evaluation

A. Evaluate banana nut bread using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown, well rounded top, free from peaks and cracks | | | | |
| Flavor | Pleasing flavor<br>Characteristic of kind<br>No bitterness | | | | |
| Texture | Round, even cells, free from tunnels<br>Tender, moist and light | | | | |
| Crust | Tender, pebbly, or slightly rough and shiny | | | | |
| Uniformity | Same size and shape<br>Large in proportion to weight | | | | |

Scoring: Total Points ____________

20-25 points. . . .Servable; good technique
15-20 points. . . .Check technique; serve with improvement in mind
10-15 points. . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

## QUICK BREADS AND YEASTS PRODUCTS
## UNIT XVI

## JOB SHEET #4--PREPARE AND EVALUATE CORN BREAD

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Oven

B. Mixer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Corn Bread

YIELD 48 portions PORTION 2 x 2 1/2 inches

UTENSILS Mixing bowl, flat paddle, baker's scale, measuring utensils, bowl scraper, baking pan

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Cornmeal | 1 lb. 4 oz. | 1. Combine dry ingredients in mixing bowl. |
| Flour | 1 lb. 5 oz. | |
| Sugar | 6 oz. | |
| Salt | 1 oz. | |
| Baking powder | 2 oz. | |
| Eggs, beaten | 5 | 2. Combine eggs, milk, and shortening. |
| Milk | 1 qt. | Add to dry ingredients. |
| Shortening, melted cooled | 6 oz. | 3. Mix at low speed only until ingredients are moistened. |
| | | 4. Spread into greased baking pan.<br>5. Bake at 400°F for 35 minutes. |

NOTE: Batter may be baked in corn stick or muffin pans. Reduce baking time to 15-20 minutes.

## JOB SHEET #4

III. Evaluation

A. Evaluate corn bread using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown<br>free from peaks and cracks,<br>Medium rim | | | | |
| Flavor | Pleasing corn like flavor<br>Not rancid or bitter | | | | |
| Texture | Crisp, tender, and slightly open grain | | | | |
| Crust | Slightly cracked medium rough | | | | |
| Uniformity | Same size and shape<br>Characteristic of kind being made | | | | |

Scoring: Total Points ______________

20-25 points. . . .Servable; good technique
15-20 points. . . .Check technique; serve with improvement in mind
10-15 points. . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

# QUICK BREADS AND YEAST PRODUCTS
# UNIT XVI

## JOB SHEET #5--PREPARE AND EVALUATE CAKE DOUGHNUTS

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Deep fat fryer

B. Screens

C. Drain rack

D. Mixer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Cake Doughnuts

YIELD 4 dozen PORTION One 2 1/2 inch doughnut

UTENSILS Mixing bowl, dough hook, baker's scale, measuring utensils, rolling pin, doughnut cutter, sifter

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Eggs, slightly beaten | 3 | 1. Mix eggs, sugar, and shortening medium speed about 10 min. |
| Sugar | 10 oz. | |
| Shortening, melted and cooled | 1 1/2 oz. | |
| Flour | 1 lb. 10 oz. | 2. Combine dry ingredients. |
| Baking powder | 3 T. | |
| Salt | 1 1/3 t. | |
| Nutmeg | 1 t. | |
| Ginger | 1/8 t. | |
| Orange rind, grated | 2 t. | |
| Milk | 2 c. | 3. Add dry ingredients and milk alternately to egg mixture.<br>4. Mix to form a soft dough.<br>(NOTE: Add more flour if dough is too soft to handle.)<br>5. Chill, roll to 3/8 inch thickness on floured board or table.<br>6. Cut with 2 1/2 inch cutter.<br>7. Fry in deep fat fryer at 375°F 3-4 minutes.<br>8. Sprinkle with sugar when partly cool. |

NOTE: For chocolate doughnuts, substitute 1 oz. cocoa for 1 oz. flour, and omit orange rind.

## JOB SHEET #5

III. Evaluation

A. Evaluate cake doughnuts using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Golden brown color, well rounded top, free from peaks and cracks | | | | |
| Flavor | Pleasing flavor<br>Characteristic of kind with no bitterness | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Uniformity | Uniform in size and shape | | | | |

Scoring: Total Points ______________

20-25 points. . . .Servable; good technique
15-20 points. . . .Check technique; serve with improvement in mind
10-15 points. . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature
    c. Mixing
    d. Preparation

## QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

### JOB SHEET #6--PREPARE AND EVALUATE WHITE BREAD

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

A. Oven

B. Mixer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | White Bread | | |
| YIELD | 16 loaves | PORTION | 1 1/2 lb. loaf |
| UTENSILS | Mixing bowl, dough hook, baker's scale, measuring utensils, rolling pin, 16 loaf pans | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Yeast, active dry | 2-2 1/2 oz. | 1. Soften yeast in warm water and stand 10 min. |
| Water, warm (110°F/43°C) | 3 c. | |
| Sugar | 10 oz. | 2. Combine sugar, salt, dry milk, water, and shortening. |
| Salt | 5 oz. | |
| Nonfat dry milk | 14 oz. | 3. Add softened yeast. |
| Water, lukewarm | 1 gal. | 4. Mix at medium speed until blended. |
| Shortening, melted | 12 oz. | |
| Flour | 15 lb. | 5. Add flour. Mix at low speed about 10 minutes or until dough is smooth and elastic. |
| | | 6. Let rise in a warm place (80°F) approximately 2 hr, or until double in bulk. Knead.<br>7. Let rise approximately 1 hr. Knead and divide dough into 16 loaves. 26 1/2 oz. raw dough will yield one 1/2 lb. loaf.<br>8. Let rise approximately 1 1/2 hours or until double in bulk.<br>9. Bake at 400°F for 30-40 minutes. |

NOTES:

1. 4-5 oz. compressed yeast may be substituted for active dry yeast. Soften in lukewarm water at 95°F.
2. The dough temperature should be about 80°F when mixed.
3. Fat may be increased to 1 lb. and sugar to 2 oz if a richer dough is desired.
4. 1 1/4 gal. fresh milk may be substituted for the water and dry milk.

## JOB SHEET #6

III. Evaluation

A. Evaluate white bread bread using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Uniform browning<br>Smooth<br>Free from cracks and bulges | | | | |
| Flavor | Well-blended flavor of ingredients<br>No sourness or yeast taste | | | | |
| Texture | Tender, elastic crumb<br>Free from dryness or doughiness | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Shape | Well-proportioned evenly rounded top | | | | |

Scoring:

Total Points ______________

20-25 points. . . .Servable; good technique
15-20 points. . . .Check technique; serve with improvement in mind
10-15 points. . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

## QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

## JOB SHEET #7--PREPARE AND EVALUATE YEAST ROLLS

I. Equipment

   A. Range

   B. Mixer

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Plain Yeast Rolls | | |
| YIELD | 6 dozen | PORTION | 1 1/2 ounce roll |
| UTENSILS | Mixing bowl, dough hook, measuring utensils, baker's scale, sauce pot, wire whip, dough cutter | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Sugar | 4 oz. | 1. Place sugar, salt, and shortening in mixing bowl. |
| Salt | 3 T. | |
| Shortening | 6 oz. | |
| Milk, scalded | 1 1/4 qt. | 2. Add hot milk. Mix at low speed to blend. Cool to lukewarm, below 110°F. |
| Yeast, active dry | 1 1/2 oz. | 3. Soften yeast in warm water. |
| Water, warm (110°F) | 1 c. | |
| Eggs, beaten | 4 | 4. Add softened yeast and eggs to milk mixture. |
| Flour | 4 lb. 12 oz. (variable) | 5. Add flour to make a moderately soft dough.<br>6. Mix at low speed until smooth and satiny. |
| | | 7. Turn into lightly greased bowl and turn over to grease top. Cover. Let rise in warm place (80°F) until double in bulk.<br>8. Punch down. Divide into thirds for ease in handling. Shape into 1 1/2-oz. rolls or other variations as desired.<br>9. Let rise until double in bulk.<br>10. Bake for 15-20 minutes at 400°F. |

NOTES: Recipe may also be used for crescent, parker house, and cloverleaf rolls.

## JOB SHEET #7

III. Evaluation

A. Evaluate yeast rolls using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Uniform browning<br>Smooth<br>Free from cracks and bulges | | | | |
| Flavor | Well-blended flavor of ingredients<br>No sourness or yeast taste | | | | |
| Texture | Tender, elastic crumb<br>Free from dryness or doughiness | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Shape | Well-proportioned evenly rounded top | | | | |

Scoring: Total Points ____________

20-25 points. . . .Servable; good technique
15-20 points. . . .Check technique; serve with improvement in mind
10-15 points. . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature
   c. Mixing
   d. Preparation

# QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

## JOB SHEET #8-PREPARE AND EVALUATE BASIC SWEET ROLLS

I. Equipment

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

- A. Range
- B. Mixer
- C. Proof box

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Basic Sweet Roll Dough

YIELD 8 dozen PORTION 2 oz. roll

UTENSILS Mixing bowl, dough hook, baker's scale, measuring utensils, sauce pot, rolling pin, dough cutter, baking pans

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Milk, scalded | 3 c. | 1. Combine milk, sugar, shortening and salt in mixing bowl.<br>2. Mix to blend.<br>3. Cool to lukewarm.<br>4. Add eggs. Mix.<br>5. Soften yeast in warm water.<br>6. Add to milk mixture.<br>7. Add flour gradually at low speed.<br>8. Mix at medium speed to a smooth dough for 5-6 minutes.<br>(NOTE: Do not overmix. Dough should be moderately soft.)<br>9. The dough temperature just after mixing should be 78-82°F.<br>10. Place in lightly greased bowl and then grease top of dough, cover, and let rise in warm place until double in bulk.<br>11. Punch down and let rise again, about 1 hour. |
| Sugar | 1 lb. | |
| Shortening | 1 lb. | |
| Salt | 2 oz. | |
| Eggs, beaten | 9 | |
| Yeast, active dry | 2 oz. | |
| Water, warm (110°F) | 1 1/2 c. | |
| Flour | 5-6 lb. | |

## JOB SHEET #8

| | | METHOD |
|---|---|---|
| | | 12. Punch down and divide into portions for rolls. Let rest 10 minutes.<br>13. Scale about 2 oz. per roll. Shape and let rise until rolls are almost double in bulk<br>14. Bake at 375°F for 20-25 minutes.<br>15. Glaze and ice after removing from oven. |

NOTE: For quicker rising dough, increase yeast to 3 oz. dry or 6 oz. compressed.

## JOB SHEET #8

III. Evaluation

A. Evaluate basic sweet rolls using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Uniform browning<br>Smooth<br>Free from cracks and bulges | | | | |
| Flavor | Well-blended flavor of ingredients<br>No sourness or yeast taste | | | | |
| Texture | Tender, elastic crumb<br>Free from dryness or doughiness | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Uniformity | Well-proportioned, evenly rounded top | | | | |

Scoring: Total Points ______________

20-25 points. . . .Servable; good technique
15-20 points. . . .Check technique; serve with improvement in mind
10-15 points. . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature

   c. Mixing

   d. Preparation

# DESSERTS
# UNIT XVII

## UNIT OBJECTIVE

After completion of this unit, the student should be able to list four methods of cake preparation, complete general rules for cookie preparation, and select true statements concerning methods for preparing choux paste products. The student should also be able to prepare and evaluate various desserts. This knowledge will be evidenced by correctly performing the procedures outlined in the job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to desserts with their correct definitions.
2. List four methods of cake preparation.
3. Complete a list of steps in filling cake pans.
4. Select true statements concerning standards of quality for cakes containing fat.
5. Select standards of quality for cakes without fat.
6. List common icings.
7. Complete a list of steps in applying heavy or thin icing to bakery goods.
8. Select true statements concerning standards of quality for icings.
9. List common types of cookies.
10. Circle the words which best complete general rules for cookie preparation.
11. Select true statements concerning standards of quality for cookies.
12. Complete a list of statements concerning steps in mixing pie crust.
13. Complete a list of standards of quality for pastries.
14. Select common pie fillings.
15. List common pie toppings.
16. Complete a list of standards of quality for pie fillings and toppings.
17. Circle the words which best complete statements concerning how to prepare puff pastry.

18. Complete a list of statements concerning factors affecting the production of turnovers.

19. Select true statements concerning methods for preparing choux paste products.

20. Demonstrate the ability to:

    a. Prepare and evaluate white cake.

    b. Prepare and evaluate fudge cake.

    c. Prepare and evaluate angel food cake.

    d. Prepare and evaluate boiled icing.

    e. Prepare and evaluate butterscotch cookies.

    f. Prepare and evaluate brownies.

    g. Prepare and evaluate chocolate chip cookies.

    h. Prepare and evaluate sugar cookies.

    i. Prepare and evaluate pie crust.

    j. Prepare and evaluate fruit pie.

    k. Prepare and evaluate cream pie.

    l. Prepare and evaluate meringue topping.

    m. Prepare and evaluate custard pie.

    n. Prepare custard filling for cream puffs.

    o. Prepare and evaluate cream puffs.

## DESSERTS
## UNIT XVII

## INFORMATION SHEET

I. Terms and definitions

   A. Angel food cake--Foam-type cake in which the whites of the eggs are used as a leavening agent

      (NOTE: Care should be taken to insure cleanliness of utensils when preparing this type of cake.)

   B. Bar--Cookies that are shaped, or cut to size, after they have been baked

   C. Border--A design applied around the edge of a cake at the top or bottom

   D. Buttercream icing--Thick, rich icing made by creaming together shortening and sugar and adding flavorings

      (NOTE: This type of icing is often used for decorating.)

   E. Choux paste--A smooth mixture made by cooking flour, shortening and water together and then adding eggs

   F. Consistency--The degree of density of a mixture, or its thickness or thinness

   G. Conventional method--A way of mixing shortened cakes in which the fat and sugar are creamed together to incorporate large amounts of air

      (NOTE: This is also referred to as the creaming method.)

   H. Cream pudding--A basic cornstarch pudding enriched by the addition of eggs

   I. Cream puff--A ball-shaped choux paste product consisting of a crisp outer shell filled with whipped cream or a cream filling

   J. Crust--The part of a pie made from dough

   K. Cupcakes--Small cakes baked in a muffin pan

   L. Custard--A milk based dessert that is thickened entirely by eggs

   M. Dessert--A food item, usually sweet, that is served after a meal

   N. Drop--A type of cookie that is dropped from a scoop or pastry bag

   O. Eclair--A choux paste product consisting of a cylindrical shell filled with pastry cream and often covered with chocolate icing

   P. Filling--A flavorful mixture placed in or under a pie crust

## INFORMATION SHEET

Q. Foam-type cake--A cake type that does not contain fat and is usually leavened entirely by the natural agents, air and steam

R. Fondant--A cooked mixture of water, glucose, and granulated sugar used as an icing or as a base for icings

S. Frosting--Another name for icing

T. Gelatin--A product often used to thicken chilled desserts

U. Glaze--A thinned-down icing

V. Ice box--A type of cookie for which the dough is shaped before refrigeration and then cut to desired proportions

W. Icing--A sweet mixture that has sugar as its main ingredient and that is used as a filling or coating for cakes and cookies

X. Layer cake--A cake that consists of two or more pieces of cake stacked on top of each other, and finished as a whole

Y. Leavening--The action that produces gases that cause a batter to increase in volume

Z. Loaf cake--A cake baked in a loaf pan

AA. Meringue--A pie topping made by beating egg whites and sugar until they become stiff

BB. Pan coating--Mixture of cornstarch or flour and shortening used to coat cake pans

(NOTE: Pan coating consists of one pound cornstarch or flour to two pounds shortening.)

CC. Pastry--A baked food made of pie dough or paste dough

DD. Pie--A food consisting of a flavorful filling baked in a pan lined with pastry or topped with pastry or both

EE. Prebake--To bake a pie before the filling is added

FF. Pudding--A dessert made basically of milk, a thickener, sugar, and a variety of flavorings

GG. Puff paste--A rich dough produced by layering shortening (butter or margarine) between folds of dough and then rolling and folding the dough a set number of times

HH. Royal icing--A special type of icing that hardens when dry and is used to make three-dimensional flowers

## INFORMATION SHEET

II. Scoop--A tool used to drop measured amounts of choux paste for cream puffs

JJ. Sheet cake--Large, flat, rectangular cake that is often baked when a large number of servings are needed

KK. Soft Meringue--A meringue used as an airy topping or combined with other ingredients to add lightness to product

LL. Sponge cake--A foam-type cake that contains whole eggs or sometimes egg yolks

MM. Steam--The leavening agent for puff paste and choux paste products

NN. Tapioca--A starch-type ingredient sometimes used to thicken puddings

OO. Track--A mark left by a spoon in the surface of a pudding or sauce that has cooked to the proper thickness

PP. Tube pan--A cake pan that has high sides and a tube in the middle, and that is usually used for baking foam-type cakes

QQ. Two-stage method--A speedy method for mixing shortened cakes, in which the fat, eggs, and liquid are added to the sifted dry ingredients

(NOTE: This is also referred to as the blending method.)

II. Methods of cake preparation

(NOTE: Grease on mixing bowl will cause cake to break down.)

A. Conventional

(NOTE: Cake batter is thick and will not pour.)

B. Two-stage

(NOTE: Cake batter will pour easily.)

C. Whipped

(NOTE: These cakes are light and spongy.)

D. Packaged mixes

(NOTE: This is commonly called the dump method.)

III. Steps in filling cake pans

A. Grease with softened shortening

B. Dust with all-purpose flour

## INFORMATION SHEET

C. Turn pan over

D. Tap on table

E. Fill pans 1/2 to 2/3 full

(NOTE: Do not grease pans for foam cakes. Overfilling a pan with cake batter will cause the cake to run over sides of pan and collapse. Cool cake after baking. Cakes that stick lightly to the pan can be released by sliding a knife between the cake and pan. Cake pans may be filled by weight.)

IV. Standards of quality for cakes containing fat

A. Appearance--Symmetrical shape, slightly rounded top, free from cracks or peaks; uniform light brown except where ingredients darken the color

B. Flavor--Ingredients well blended, free from undesirable flavor from fat, leavening, flavoring, or other ingredients

C. Volume--Light in weight in proportion to size

D. Texture--Tender, moist crumb, feels velvety to the tongue

E. Internal structure--Fine round grain, evenly distributed cells with thin cell walls, free from tunnels

V. Standards of quality for cakes without fat

A. Appearance--Symmetrical shape with level top; uniform light brown, except where ingredients darken the color

B. Flavor--Delicate flavor, free from excessive flavor of egg, flavoring, or acid

C. Volume--Extremely light weight in proportion to size

D. Texture--Tender, feathery texture, with resilient crumb

E. Internal structure--Fine round grain, evenly distributed cells with thin cell walls, free from tunnels

VI. Common icings

A. Buttercream

B. Fudge

C. Flat

D. Boiled

## INFORMATION SHEET

- E. Marshmallow
- F. Royal
- G. Fondant

VII. Ways to ice bakery goods

- A. Heavy icing
    1. Ice sides
    2. Ice top
    3. Meet top and sides
    4. Finish smoothly with warm water
- B. Thin icing
    1. Pour icing on top of product
    2. Work down the sides
    3. Smooth off with spatula

VIII. Standards of quality for icings

- A. Appearance--Appropriate for occasion; style and color should be considered
- B. Flavor--Delicate and pleasing, characteristic of kind

  Example: Cherry icing should be red
- C. Texture--Creamy and moist, free from stickiness, crystals, or crust
- D. Distribution--Even, well covered, with no thin spots
- E. Compatibility--Icing suitable to kind of cake

IX. Common types of cookies

- A. Sugar
- B. Ice box
- C. Foam
- D. Crisp
- E. Soft

## INFORMATION SHEET

   F. Chewy

   G. Soft drop

   H. Cut out or shortened

X. General rules for cookie preparation

   A. Sift flour to remove lumps

   B. Chill cookie dough before rolling

   C. Carefully work leftover dough in with fresh dough

   D. Roll all cookie dough evenly

   E. Grease pans evenly

   F. Portion cookies the same size

   G. Place cookies on pan to avoid sides of pan or other cookies

   H. Bake cookies until just done

   I. Partially bake thin cookies

   J. Allow cookies to cool before decorating

XI. Standards of quality for cookies

   A. Appearance--Should be even in shape, have uniform color, and should be characterisitic of kind

   B. Flavor--Ingredients should be well-blended and free from excessive seasoning

   C. Internal structure--Even cells, free from tunnels

   (NOTE: A tunnel is an empty space in the baked cookie which is caused by improper mixing.)

   D. Texture--Thin cookie should be crisp and tender; thick cookies should be chewy and tender

   E. Color--Uniform and characteristic of kind

XII. Steps in mixing pie crust

   A. Cut in shortening to flour

## INFORMATION SHEET

B. Mix gently when adding flour after adding water

C. Toss flour lightly after adding water

D. Add extra water and toss gently if dough is too firm or dry

(NOTE Shrinkage and toughness of pie crust are due to improper handling and overmixing.)

XIII. Standards of quality for pastries

A. Appearance--Uniform browning of top and sides, with rough surface almost blistered in appearance

B. Flavor--Rich flavor of well blended and properly baked ingredients

C. Texture--Tender, but free from tendency to crumble, crisp on bottom as well as edges

D. Grain--Flaky, with easily separated layers

E. Consistency--Uniform shape of individual items, characteristic of type, does not shrink

XIV. Common pie fillings

A. Fruit

B. Cream

C. Chiffon

D. Custard

XV. Common pie toppings

A. Open faced

B. Double crust

C. Lattice crust

D. Meringues

E. Dairy

F. Streusel

XVI. Standards of quality for pie fillings and toppings

A. Appearance--Smooth, free from cracks; uniform browning where appropriate

# INFORMATION SHEET

B. Flavor--Characteristic of kind, free from excessive sweetness or uncooked starch

C. Texture--Characteristic of kind, holds shape when cut, stiff enough to prevent running

D. Consistency--Firm enough to keep from soaking crust

E. Compatability--Filling and topping compatible, characteristic of type of pie

XVII. How to prepare puff pastry

A. Roll dough several times

(NOTE: Shortening is rolled into dough in layers.)

B. Use a firm fat

C. Use ice water to cool the dough

D. Place dough in refrigerator before final rolling

E. Make holes on top of pastry to prevent blisters from forming

(NOTE: There are frozen forms of puff pastry available for use in a commercial business.)

XVIII. Factors affecting the production of turnovers

(NOTE: Dough used for turnovers is puff pastry dough.)

A. Dough is triangular shaped

B. Dough is folded carefully and sealed

C. Dough is baked on sheet pan

XIX. Methods for preparing choux paste products

A. Line pan with parchment paper

B. Place batter onto baking pan using pastry bag and tip

C. For eclairs, move bag in straight line for three inches, making rectangular shape

D. For cream puffs, squeeze pastry bag to form round shape

E. Space batter one inch apart

## DESSERTS
## UNIT XVII

### JOB SHEET #1--PREPARE AND EVALUATE WHITE CAKE

I. Equipment--Oven, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME White Cake

YIELD One 12 x 20 x 2 in. pan PORTION Forty-eight 2" x 2 1/2" slices

UTENSILS Mixing bowl, spatula, baker's scale, measuring utensils, baking pan

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| | | (NOTE: This is the two-stage method.) |
| Cake flour | 1 lb. 8 oz. | 1. Mix flour, baking powder, and fat (low speed) 2 min. |
| Baking powder | 1 oz. | |
| Fat | 12 oz. | 2. Scrape down bowl; mix 3 minutes more. |
| Sugar | 1 lb. 8 oz. | 3. Add combined sugar, salt, and milk. Mix (low speed) 2 min. |
| Salt | 1 1/2 t. | |
| Milk | 1 c. | 4. Scrape down bowl; mix 3 min. more. |
| Egg whites | 8 | 5. Add half of combined egg whites, milk, and vanilla. Mix (low speed) 30 seconds. |
| Milk | 1 1/4 t. | |
| Vanilla | 1 T. | 6. Scrape down bowl, mix 1 min.<br>7. Add remaining egg-milk mixture. Mix (low speed) 1 min.<br>8. Scrape down bowl; mix 2 1/2 min.<br>9. Pour into greased baking pan.<br>10. Bake at 350°F for 40-45 minutes. |

NOTE: For six 9-inch layer pans, use 1 1/2 recipe; scale 1 lb. 6 oz. per pan

## JOB SHEET #1

III. Evaluation

A. Evaluate a white cake using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Slightly rounded smooth top, free from crack or peaks<br>Uniform, light brown except where ingredients darken the color | | | | |
| Flavor | Blended flavor of ingredients free from undesirable flavor from fat, leavening, flavoring or other ingredients | | | | |
| Texture | Tender, moist crumb<br>Feels velvety to tongue | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Internal Structure | Fine round grain<br>Evenly distributed cells with thin walls<br>Free from tunnels | | | | |

Scoring: Total Points ______________

20-25 points. . . . . . . Servable; good technique
15-20 points. . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   d. Preparation

## DESSERTS
## UNIT XVII

### JOB SHEET #2--PREPARE AND EVALUATE FUDGE CAKE

I. Equipment--Mixer, oven

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yeild; use space in quantity column.)

NAME Fudge Cake

YIELD 3, two-layer cakes PORTION 14-18 slices per cake

UTENSILS Mixing bowl, baker's scale, spatula, 9-inch cake pans (6), measuring utensils

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Shortening | 12 oz. | 1. Cream shortening, sugar, and vanilla (medium speed) 10 min. |
| Sugar | 2 lb. | |
| Vanilla | 1 T. | |
| Eggs | 6 | 2. Add eggs and mix (medium speed) 5 minutes. |
| Cocoa | 5 oz. | 3. Mix cocoa and hot water. |
| Water, hot | 1 1/2 c. | |
| Cake flour | 1 lb. 12 oz. | 4. Combine flour, salt, and soda. |
| Salt | 1 t. | |
| Soda | 1 1/2 T. | 5. Add dry ingredients alternately with buttermilk and cocoa to creamed mixture (low speed). |
| Buttermilk | 3 c. | 6. Scrape down bowl. Continue mixing until smooth and ingredients are mixed.<br>7. Scale into 6 greased 9-in. layer pans, 1 lb. 4 oz. per pan.<br>8. Bake at 350°F for 25-30 minutes.<br>9. Ice with boiled icing.<br>(NOTE: See Job Sheet #4 in this unit.) |

## JOB SHEET #2

### III. Evaluation

A. Evaluate a fudge cake using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Slightly rounded smooth top, free from crack or peaks<br>Uniform, light brown except where ingredients darken the color | | | | |
| Flavor | Blended flavor of ingredients free from undesirable flavor from fat, leavening, flavoring or other ingredients | | | | |
| Texture | Tender, moist crumb<br>Feels velvety to tongue | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Internal Structure | Fine round grain<br>Evenly distributed cells with thin walls<br>Free from tunnels | | | | |

Scoring: Total Points ______________

20-25 points. . . . . . . Servable; good technique
15-20 points. . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #3--PREPARE AND EVALUATE ANGEL FOOD CAKE

I. Equipment--Mixer, oven

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Angel Food Cake

YIELD 3 cakes (10 in. dia.) PORTION 12-14 slices per cake

UTENSILS Mixing bowl, spatula, measuring utensils, baker's scale, tube cake pans (3)

(NOTE: Cake pans need to be extremely clean. Any fat residue will keep cake from rising.)

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Egg whites | 2 lb. 8 oz.<br>(5 c.) | 1. Beat egg whites (high speed) for 1 minute.<br>**(CAUTION: Do not exceed specified time.)** |
| Salt | 1 t. | 2. Add salt and cream of tartar. |
| Cream of tartar | 2 T. | 3. Continue beating until egg whites are just stiff enough to hold shape |
| Sugar | 1 lb. 8 oz. | 4. Add sugar slowly (medium speed) |
| Vanilla | 1 T. | 5. Add vanilla. Continue beating (high speed) for 2 min. or until mixture will stand in stiff peaks **(CAUTION: Do not overmix.)** |
| Almond extract (optional) | 1 t. | |
| Sugar | 12 oz. | 6. Mix sugar and flour. Gradually add to egg whites (low speed). |
| Cake flour | 12 oz. | 7. Continue mixing 2 min. after last addition.<br>8. Pour into 3 ungreased tube cake pans. Bake 325°F, 50 minutes.<br>9. Immediately upon removal from oven, invert cake to cool but do not remove. |

NOTE: Either frozen or fresh egg whites may be used. The frozen egg whites should be approximately 70°F when whipped.

## JOB SHEET #3

III. Evaluation

A. Evaluate an angel food cake using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Slightly rounded smooth top, free from crack or peaks<br>Uniform, light brown except where ingredients darken the color | | | | |
| Flavor | Blended flavor of ingredients free form undesirable flavor from fat, leavening, flavoring or other ingredient | | | | |
| Texture | Tender, moist crumb<br>Feels velvety to tongue | | | | |
| Volume | Light in weight in proportion to size | | | | |
| Internal Structure | Fine round grain<br>Evenly distributed cells with thin walls<br>Free from tunnels | | | | |

Scoring: Total Points ______________

20-25 points. . . . . . . Servable; good technique
15-20 points. . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #4--PREPARE AND EVALUATE BOILED ICING

I. Equipment--Range, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Boiled Icing

YIELD 2 1/2 qts. PORTION

UTENSILS Baker's scale, measuring utensils, mixing bowl, wire whip, sifter, thermometer

| INGREDIENTS | QUANTITY | METHODS |
|---|---|---|
| Granulated sugar | 1 lb. 8 oz. | 1. Combine sugar and water.<br>2. Boil without stirring to soft ball stage (238°F). |
| Water, hot | 1 c. | |
| Egg whites | 9 | 3. Beat eggs whites until frothy. |
| Powdered sugar sifted | 3 oz. | 4. Add powdered sugar and beat (high speed) to consistency of meringue.<br>5. Add hot syrup slowly while beating until mixture is thick and creamy. |
| Powdered sugar, sifted | 8 oz. | 6. Add powdered sugar and vanilla; beat until smooth |
| Vanilla | 1 T. | 7. Add more sugar if necessary to make icing hold its shape when spread. |

NOTE: This frosting can be kept several days in a covered container in refrigerator.

## JOB SHEET #4

III. Evaluation

A. Evaluate boiled icing using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Style and color suitable to kind of cake and occasion | | | | |
| Flavor | Characteristic of kind<br>Delicate and pleasing | | | | |
| Texture | Creamy and moist, free from stickiness, crystals, or crust | | | | |
| Distribution | Even, well covered, with no thin spots | | | | |
| Compatibility | Icing suitable to kind of cake | | | | |

Scoring: Total Points ______________

20-25 points....... Servable; good technique
15-20 points....... Check technique; serve with improvement in mind
10-15 points....... Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #5--PREPARE AND EVALUATE BUTTERSCOTCH COOKIES

I. Equipment--Oven, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Butterscotch Cookies

YIELD 8 doz. PORTION Two 2-inch cookies per serving

UTENSILS Mixing bowl, measuring spoons, baker's scale, mixing spoon, wax paper, baking sheet

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Butter or margarine | 8 oz. | 1. Cream butter or margarine and sugars. |
| Fat | 8 oz. | 2. Add eggs and vanilla. |
| Granulated sugar | 12 oz. | 3. Mix (medium speed) 5 min. |
| Brown sugar | 1 lb. | 4. Add combined dry ingredients, dates, and nuts. |
| Eggs | 4 | |
| Vanilla | 2 t. | 5. Mix (low speed) until well blended. |
| Flour | 2 lb. | 6. Place dough on waxed paper. Form into three 2-lb. rolls. |
| Cream of tartar | 2 t. | |
| Soda | 2 t. | 7. Wrap. |
| Dates, finely chopped | 8 oz. | 8. Chill several hours. |
| Nuts, chopped | 8 oz. | 9. Slice cookies 1/8 in. thick. Place on ungreased baking pan.<br>10. Bake at 400°F, 8-10 minutes. |

## JOB SHEET #5

III. Evaluation

A. Evaluate butterscotch cookies using the following form. Rate each standard of quality by placing an "X" in the apppropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Regular, even shape<br>Not overbaked, underbaked | | | | |
| Flavor | Well blended ingredients | | | | |
| Internal Structure | Even cells, free from tunnels | | | | |
| Texture | Thin cookies crisp and tender<br>Drop cookies chewy and tender | | | | |
| Color | Uniform<br>Characteristic of kind | | | | |

Scoring:

Total Points ______________

20-25 points. . . . . . . Servable; good technique
15-20 points. . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #6--PREPARE AND EVALUATE BROWNIES

I. Equipment--Oven, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Brownies

YIELD 1 pan - 12 x 18 x 2 in. PORTION 48 - 2 x 2 1/2 in. serving

UTENSILS Mixing bowl, measuring spoons, baker's scale, mixing spoon, baking pan

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Eggs | 12 | 1. Beat eggs (high speed). |
| Sugar | 2 lb. | 2. Add sugar, shortening, and vanilla Mix (medium speed) 5 min. |
| Shortening, melted | 1 lb. | |
| Vanilla | 1/4 c. | 3. Add combined dry ingredients. Mix (low speed) about 5 min. |
| Cake flour | 12 oz. | |
| Cocoa | 8 oz. | 4. Add nuts. Mix to blend. |
| Baking powder | 4 t. | 5. Spread mixture 1/2 in. thick in in pan. |
| Salt | 2 t. | |
| Nuts, chopped | 12 oz. | 6. Bake at 325°F for 25-30 min. Do not overbake.<br>7. While warm sprinkle with powdered sugar or cover with a thin layer of mocha or chocolate frosting if desired. |

NOTES:

1. 3 oz. unsweetened chocolate may be substituted for the cocoa.
2. 2 lb. chopped dates may be added.
3. For 18 x 26 in. bun pan, 1 1/2 times the recipe.

## JOB SHEET #6

III. Evaluation

A. Evaluate brownies using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Regular, even shape<br>Not overbaked, underbaked | | | | |
| Flavor | Well blended flavor of ingredients | | | | |
| Internal Structure | Even cells<br>Free from tunnels | | | | |
| Texture | Thin cookies crisp and tender<br>Drop cookies chewy and tender | | | | |
| Color | Uniform<br>Characteristic of kind | | | | |

Scoring: Total Points ______________

20-25 points. . . . . . . Servable; good technique
15-20 points. . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## DESSERTS
## UNIT XVII

### JOB SHEET #7--PREPARE AND EVALUATE CHOCOLATE CHIP COOKIES

I. Equipment--Oven, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Chocolate Chip Cookies | | |
| YIELD | 8 doz. | PORTION | 2 cookies per serving |
| UTENSILS | Mixing bowl, measuring spoons, measuring cups, baker's scale mixing spoon, No. 60 disher, baking sheet | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Shortening | 6 oz. | 1. Cream shortening and sugars (medium speed) 5 min. |
| Granulated sugar | 4 oz. | |
| Brown sugar | 4 oz. | 2. Add eggs and vanilla. Mix until well blended. |
| Eggs | 2 | |
| Vanilla | 1 t. | 3. Add combined dry ingredients (low speed). |
| Flour | 10 oz. | |
| Salt | 1 t. | 4. Add nuts and chocolate chips. Mix until blended. |
| Soda | 1 t. | |
| Nuts, chopped | 8 oz. | 5. Drop on greased baking sheet with No. 60 disher, 1/2 oz. per cookie. |
| Chocolate chips | 12 oz. | 6. Bake at 375°F, 10-12 min. |

## JOB SHEET #7

III. Evaluation

A. Evaluate chocolate chip cookies using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Regular, even shape<br>Not overbaked, underbaked | | | | |
| Flavor | Well blended ingredients | | | | |
| Internal Structure | Even cells<br>Free from tunnels | | | | |
| Texture | Thin cookies crisp and tender<br>Drop cookies chewy and tender | | | | |
| Color | Uniform<br>Characteristic of kind | | | | |

Scoring: Total Points _______________

20-25 points. . . . . . . Servable; good technique
15-20 points. . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?

2. If the product was not servable, why?

3. What techniques should be improved?

   a. Measuring

   b. Temperature of cookery

   c. Mixing

   d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #8--PREPARE AND EVALUATE SUGAR COOKIES

I. Equipment--Oven, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Sugar cookies

YIELD 7 doz. PORTION Two 2-inch cookies per serving

UTENSILS Mixing bowl, measuring spoons, baker's scale, mixing spoon, cutting board, cookie press or No. 60 disher, baking sheet

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Butter or margarine | 8 oz. | 1. Cream butter or margarine and sugar (medium speed) 5 min. |
| Sugar | 8 oz. | 2. Add eggs and vanilla. Blend (medium seed) 2 min. |
| Eggs | 2 | 3. Add combined dry ingredients Mix (low speed). |
| Vanilla | 2 t. | 4. Roll dough 1/8 in. thick on board lightly dusted with a mixture of 1 c. flour and 1/2 c. sugar. |
| Flour | 12 oz. | 5. Cut into desired shapes. |
| Salt | 1 t. | 6. Place on ungreased cookie sheets. |
| Baking powder | 1 t. | 7. Bake at 400°F for 7 min. |

NOTE: Cookies also may be shaped with cookie press or may be measured with No. 60 disher onto baking sheet about 1 1/2 in. apart and flattened to 1/4 in. thickness with stamper dipped in sugar.

## JOB SHEET #8

III. Evaluation

A. Evaluate sugar cookies using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with the scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Regular, even shape<br>Not overbaked, underbaked | | | | |
| Flavor | Well blended ingredients | | | | |
| Internal Structure<br>Texture | Even cells<br>Free from tunnels<br>Thin cookies crisp and tender<br>Drop cookies chewy and tender | | | | |
| Color | Uniform<br>Characteristic of kind | | | | |

Scoring

Total Points ____________

20-25 points. . . . . . . . Servable; good technique
15-20 points. . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #9--PREPARE AND EVALUATE PIE CRUST

I. Equipment--Mixer, oven

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Pie Crust

YIELD 4 1/2 lbs. PORTION Eight 8-in., 2-crust pies

UTENSILS Mixing bowl, measuring utensils, pastry knife, rolling pin, pie pans

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Flour | 2 lb. | 1. Mix flour and shortening (low speed) 1 min. |
| Shortening | 1 lb. 8 oz. | |
| Water, cold | 1 1/2-1 3/4 c. | 2. Add water and salt. |
| Salt | 1 1/2 T. | 3. Mix (low speed) only until a dough is formed, about 40 sec.<br>4. Portion into 5-oz. balls for bottom crust and 4-oz balls for top crust.<br>5. Let stand 10 min. in refrigerator before rolling.<br>6. Roll into circle 2 in. larger than pie pan.<br>7. Fit crust loosely into pan so that there are no air spaces between the crust and the pan.<br>8. Trim, allowing 1/2 in. extra to build up edge. |

## JOB SHEET #9

III. Evaluation

A. Evaluate pie crust using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Uniform browning of top and sides, with rough surface almost blistered in appearance | | | | |
| Flavor | Rich flavor of well-blended and properly baked ingredients | | | | |
| Texture | Tender, but free from tendency to crumble<br>Crisp on bottom as well as edges | | | | |
| Grain | Flaky, with easily separated layers | | | | |
| Consistency | Uniform shape<br>Crisp, does not stick to pan | | | | |

Scoring

Total Points ____________

20-25 points. . . . . . . . . . .Servable; good technique
15-20 points. . . . . . . . . . .Check technique; serve with improvement in mind
10-15 points. . . . . . . . . . .Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
    a. Measuring
    b. Temperature of cookery
    c. Mixing
    d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #10--PREPARE AND EVALUATE FRUIT PIE

I. Equipment--Oven

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Fruit Pies | | |
| YIELD | 8-8 in. Pies | PORTION | 6 slices per pie |
| UTENSILS | Baker's scale, sauce pot, measuring utensils, mixing spoon, pie pans | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Fruit, water pack | 1 1/2 No. 10 cans | 1. Drain fruit. Measure liquid and add water and make 1 1/2 qt. |
| Cornstarch | 6 oz. | 2. Bring 1 qt. of the liquid to boiling.<br>3. Mix remaining 2 c. liquid with cornstarch, then add gradually while stirring to hot liquid. |
| Sugar | 3 lb. | 4. Cook until thick and clear.<br>5. While still hot, add sugar and salt |
| Salt | 1 T. | 6. Mix thoroughly and bring to boiling point.<br>7. Add drained fruit and mix carefully. |
| Pastry | | 8. Cool slightly.<br>9. Use pie crusts prepared in Job Sheet #9.<br>10. Measure 3 c. filling into each unbaked pie shell. Moisten edge of bottom crust with water.<br>11. Cover with perforated top crust. Seal edge, trim, and flute edges.<br>12. Bake at 400°F for 30 min. |

NOTES:

1. Recipe may be used for all canned fruit, such as apricot, blackberry, blueberry, cherry, gooseberry, peach, or raspberry (sugar variable).
2. For 9-inch pies, use two No. 10 cans fruit, 3 1/2 lbs. sugar (variable), 8 oz. cornstarch, and 1 oz. salt. Use 3 1/2 c. filling per pie.

## JOB SHEET #10

III. Evaluation

A. Evaluate fruit pie using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Smooth, free from cracks, Uniform brown where appropriate | | | | |
| Flavor | Characteristic of kind Free from excessive sweetness or uncooked starch | | | | |
| Texture | Characteristic of kind Holds shape when cut, stiff enough to prevent running | | | | |
| Consistency | Crust should be crisp and unsoaked | | | | |
| Compatibility | Filling and topping compatible, characteristic of type of pie | | | | |

Scoring Total Points ____________

20-25 points. . . . . . . . Servable; good technique
15-20 points. . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## DESSERTS
## UNIT XVII

### JOB SHEET #11--PREPARE AND EVALUATE CREAM PIE

I. Equipment--Oven, mixer

(NOTE: Hand tools, utensils, and ingredients are part of standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yeild; use space in quantity column.)

NAME Cream Pie
YIELD Eight 8-inch pies PORTION 6 per pie
UTENSILS Baker's scale, measuring utensils, wire whip, sauce pan, pie pan

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Pastry | 2 lb. 8 oz. | 1. Follow procedure for making pie crust in Job Sheet #9.<br>2. Flute edges and prick crust with fork. Bake at 425°F, 10 min. or until light brown. |
| Milk | 3 qt. | 3. Heat milk to boiling point. |
| Cornstarch | 11 oz. | 4. Mix dry ingredients. Add cold milk and stir until smooth. |
| Sugar | 2 lb. 4 oz. | |
| Salt | 2 t. | 5. Add to hot milk gradually, stirring briskly with a wire whip. Cook over hot water until smooth and thick, approximately 10 min. |
| Milk, cold | 1 qt. | |
| Egg yolks, beaten | 16 | 6. Add while stirring a small amount of hot mixture to the beaten egg yolks.<br>7. Combine all ingredients stirring constantly. Stir slowly and cook 5-10 min. Remove from heat. |
| Butter or margarine | | 8. Add butter or margarine and vanilla. |
| Vanilla | | 9. Pour 3 c. filling into each baked pie shell.<br>10. Cover with meringue.<br>11. Brown. |

NOTES: Variations of cream pies include:

1. Banana Cream Pie. Slice 1 large banana in each pie shell before adding cream filling.
2. Chocolate Cream Pie. Add 6 oz. cocoa and 3 oz. sugar. Omit 1 oz. cornstarch.
3. Coconut Cream Pie. Add 10 oz. toasted coconut to filling and sprinkle 2 oz. coconut over meringue.

## JOB SHEET #11

III. Evaluation

A. Evaluate cream pie using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Smooth, free from cracks<br>Uniform brown where appropriate | | | | |
| Flavor | Characteristic of kind<br>Free from excessive sweetness or uncooked starch | | | | |
| Texture | Characteristic of kind<br>Holds shape when cut, stiff enough to prevent running | | | | |
| Consistency | Crust should be crisp and unsoaked | | | | |
| Compatibility | Filling and topping compatibile<br>Characteristic of type of pie | | | | |

Scoring

Total Points ____________

20-25 points. . . . . . . . Servable; good technique
15-20 points. . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## DESSERTS
## UNIT XVII

### JOB SHEET #12--PREPARE AND EVALUATE MERINGUE TOPPING

I. Equipment--Mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | |
|---|---|---|
| NAME | Meringue for Pies | |
| YIELD | 8-8 in. pies | PORTION |
| UTENSILS | Mixing bowl, wire whip, measuring utensils | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Egg whites | 16 (2 c.) | 1. Add salt to egg whites and whip past frothy stage (high speed), approximately 1 1/2 min.<br>2. Add sugar gradually while beating.<br>3. Beat until sugar has dissolved.<br>4. The meringue should be stiff enough to hold peaks but not dry.<br>5. Spread meringue on filling while it is hot; it should touch all edges of the crust.<br>6. Brown in oven at 375° for 12 min. |
| Salt | 1/2 t. | |
| Sugar | 1 lb. | |

## JOB SHEET #12

III. Evaluation

A. Evaluate meringue topping using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Smooth, free from cracks<br>Uniform brown where appropriate | | | | |
| Flavor | Characteristic of kind<br>Free from excessive sweetness or uncooked starch | | | | |
| Texture | Characteristic of kind<br>Holds shape when cut, stiff enough to prevent running | | | | |
| Compatibility | Filling and topping are compatible<br>Characteristic of type of pie | | | | |
| Consistency | Crust should be crisp and unsoaked | | | | |

Scoring

Total Points ____________

20-25 points. . . . . . . . Servable; good technique
15-20 points. . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

## DESSERTS
## UNIT XVII

## JOB SHEET #13--PREPARE AND EVALUATE CUSTARD PIE

I. Equipment--Range, mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Custard Pie

YIELD 8-8 in pies PORTION 6 slices per pie

UTENSILS Pie pans, mixing bowl, measuring utensils, mixing spoon

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Pastry | 2 lb. 8 oz. | 1. Follow procedure for making pie crust in Job Sheet #9.<br>2. Line 8, 8-in. pie pans, 5 oz. per pan.<br>3. Flute edges. |
| | | |
| Eggs | 24 | 4. Beat eggs slightly. |
| Sugar | 1 lb. 8 oz. | 5. Add sugar, salt, and vanilla. Mix. |
| Salt | 1 t. | |
| Vanilla | 2 T. | |
| Milk, scalded | 1 gal. | 6. Add hot milk, slowly at first, then more rapidly.<br>7. Pour into unbaked pie shells. |
| Nutmeg | 2 t. | 8. Sprinkle nutmeg over top. Bake for 15 min. at 450°F and then 20 min. at 350°F. The custard filling is done when a knife inserted half way between the edge and center comes out clean. |

NOTE: Variation: Coconut Custard Pie. Add 1 lb. flaked coconut. Omit nutmeg.

## JOB SHEET #13

III. Evaluation

A. Evaluate custard pie using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Smooth, free from cracks<br>Uniform brown where appropriate | | | | |
| Flavor | Characteristic of kind<br>Free from excessive sweetness or uncooked starch | | | | |
| Texture | Characteristic of kind<br>Holds shape when cut, stiff enough to prevent running | | | | |
| Compatibility | Filling and topping are compatible<br>Characteristic of type of pie | | | | |
| Consistency | Crust should be crisp and unsoaked | | | | |

Scoring

Total Points ______________

20-25 points. . . . . . . . Servable; good technique
15-20 points. . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

# DESSERTS
# UNIT XVII

## JOB SHEET #14--PREPARE CUSTARD FILLING FOR CREAM PUFFS

I. Equipment

A. Range

B. Double boiler

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Custard filling | | |
| YIELD | 3 Qts. | PORTION | Will fill 50 cream puffs |
| UTENSILS | Baker's scale, measuring utensils, wire whip | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Cornstarch | 6 oz. | 1. Combine dry ingredients.<br>2. Add cold milk and stir until smooth. |
| Sugar | 1 lb. | |
| Salt | 1/2 t. | |
| Milk, cold | 2 c. | |
| Milk, hot | 2 1/2 qt. | 3. Add cold mixture to hot milk, stirring constantly.<br>4. Cook over hot water until thick. |
| Eggs, beaten | 10 | 5. Add eggs gradually to thickened mixture. Cook 7 min. |
| Vanilla | 2 t. | 6. Remove from heat. Add vanilla. Cool. |

NOTE: To fill three 9-in. layer cakes, use 1/3 recipe.

## DESSERTS
## UNIT XVII

### JOB SHEET #15--PREPARE AND EVALUATE CREAM PUFFS

I. Equipment

A. Oven
B. Mixer

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Cream Puffs

YIELD 50 PORTION 1 cream puff

UTENSILS Mixing bowl, flat beater, baker's scale, measuring utensils, baking sheets, No. 24 disher, No. 16 disher or pastry bag

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Butter or margarine | 1 lb. | 1. Melt butter or margarine in boiling water. |
| Water, boiling | 1 qt. | |
| Flour | 1 lb. 3 oz. | 2. Add flour and salt all at once. |
| Salt | 1 t. | 3. Beat vigorously.<br>4. Remove from heat as soon as mixture leaves sides of pan. |
| Eggs | 16 | 5. Transfer to mixer bowl.<br>6. Cool slightly.<br>7. Add eggs one at a time, beating (high speed) after each addition.<br>8. Drop batter with No. 24 disher onto greased baking sheet.<br>9. Bake. 15 min. at 425°F, then 30 min. at 375°F.<br>10. When ready to use, make cut in top of each puff with a sharp knife.<br>11. Fill with custard filling made in Job Sheet #14, using a No. 16 disher or pastry bag. |

NOTE: A popular variation is the eclair. Shape cream puff mixture with pastry tube into 4 1/2-in. strips. Bake. Split lengthwise. Proceed as in directions for cream puffs.

## JOB SHEET #15

III. Evaluation

A. Evaluate cream puffs using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

| Standards of Quality | Comments | Excellent (5 pts.) | Good (4 pts.) | Fair (3 pts.) | Poor (2 pts.) |
|---|---|---|---|---|---|
| Appearance | Shells should be smooth, free from cracks<br>Uniform brown where appropriate | | | | |
| Flavor | Characteristic of kind<br>Free from excessive sweetness or uncooked starch | | | | |
| Texture | Characteristic of kind<br>Holds shape | | | | |
| Consistency | Shell should be crisp and unsoaked<br>Filling smooth and creamy | | | | |
| Compatibility | Filling and topping are compatible<br>Characteristic of type of pastry | | | | |

Scoring

Total Points __________

20-25 points. . . . . . . . Servable; good technique
15-20 points. . . . . . . . Check technique; serve with improvement in mind
10-15 points. . . . . . . . Check technique; do not serve

B. After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
   a. Measuring
   b. Temperature of cookery
   c. Mixing
   d. Preparation

# BREAKFAST COOKERY
# UNIT XVIII

## UNIT OBJECTIVE

After completion of this unit, the student should be able to complete a list of unique features of the breakfast meal, select common breakfast foods, and complete a list of pre-preparation procedures for breakfast. The student should also be able to prepare types of egg dishes, griddle cakes, blanched link sausage, and bacon. This knowledge will be evidenced by correctly performing the procedures outlined in the job sheets and by scoring 85 percent on the unit test.

## SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to the breakfast station with their correct definitions.
2. Complete a list of unique features of the breakfast meal.
3. Select true statements concerning characteristics of a continental breakfast.
4. Select common breakfast foods.
5. Complete a list of pre-preparation procedures for breakfast.
6. List common condiments.
7. Demonstrate the ability to:
    - a. Prepare scrambled eggs.
    - b. Prepare fried eggs.
    - c. Prepare simmered eggs.
    - d. Prepare poached eggs.
    - e. Prepare an omelet.
    - f. Prepare griddle cakes.
    - g. Prepare hash brown potatoes.
    - h. Prepare blanched link sausage.
    - i. Prepare blanched bacon.

# BREAKFAST COOKERY
## UNIT XVIII

## INFORMATION SHEET

I. Terms and definitions

A. Blanch--To partially cook by simmering in water

B. Boiled--An inaccurate term sometimes used to describe eggs that are completely cooked in their shells

(NOTE: Simmered eggs are also referred to as boiled eggs.)

C. Brunch--A late breakfast, an early lunch, or a combination of the two

D. Coagulated--Changed from a liquid to a thickened state

E. Country style--Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan

F. Eggs Benedict--A special dish in which a toasted English muffin half is topped with Canadian bacon, a poached egg and Hollandaise sauce

G. Eggs over easy--Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side

H. French toast--Bread dipped in a mixture of egg and milk and then sauted or fried

I. Frying--A method of egg cookery in which shelled eggs are cooked in a small amount of fat

J. Grits--A cereal product made from corn and often served in place of potatoes

K. Hard-cooked--An egg cooked until the yolk is completely coagulated

L. Hash browns--Boiled potatoes, diced or shredded and sauted until they have a crisp, golden-brown crust

M. Home fries--Sliced, cooked potatoes sauted to a golden brown

N. Omelet--An egg product prepared by pouring beaten eggs into a greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service

O. Pancake--A thin flat cake made of batter cooked on both sides, usually on a grill

P. Poach--To cook shelled eggs by simmering them in water

## INFORMATION SHEET

- Q. Precook--To cook food ahead of time either partially or completely to permit speedy final cooking or reheating
- R. Scramble--To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked
- S. Short orders--Food items that can be quickly prepared upon request
- T. Soft-cooked--An egg cooked in the shell until the white is mostly firm and the yolk is slightly thickened but still liquid
- U. Sunny side up--Eggs that are fried without being turned over
- V. Waffle--A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake
- W. Waffle dropper--A device used to drop the correct amount of batter onto the surface of a waffle iron
- X. Waffle iron--An appliance with two electrically heated hinged parts that close around waffle batter and imprint a pattern on the waffle as it bakes

II. Unique features of breakfast meal

- A. Food is cooked to order
- B. Food takes short amount of time to prepare
- C. Food must be served hot

  (NOTE: The food will lose quality at room temperature and will lose appetite appeal.)
- D. Guests want to eat quickly

  (NOTE: Breakfast is not a conversation meal and guests often have a limited time.)
- E. Many condiments are served
- F. Breakfast may be eaten any time of the day

III. Characteristics of a continental breakfast

- A. Is a light breakfast which includes
  1. Fruit or juice
  2. Toast or pastry
  3. Coffee

## INFORMATION SHEET

- B. Requires no cooking
- C. Is becoming very popular in motels, hotels, and restaurants

IV. Common breakfast foods

- A. Eggs
    1. Scrambled
    2. Fried

       (NOTE: A basted egg is a form of fried egg.)
    3. Poached
    4. Hard or soft cooked
    5. Omelet
- B. Pancakes
- C. Waffles
- D. Crepe
- E. Bread
    1. Plain toast
    2. French toast
    3. Cinnamon toast
    4. Biscuit
    5. Muffin
- F. Potatoes--Hash browns
- G. Cereal
    1. Hot

       Example: Oatmeal
    2. Cold

       Example: Cornflakes

## INFORMATION SHEET

- H. Fruit or juice
  - 1. Orange
  - 2. Grapefruit
  - 3. Prune

    (NOTE: Seasonal fruits which may be served include the various types of melons and strawberries.)
- I. Meat
  - 1. Bacon
  - 2. Sliced ham
  - 3. Sausage
    - a. Link
    - b. Patty
- J. Pastry
  - 1. Doughnut
  - 2. Sweet roll
  - 3. Coffee cake
- K. Beverage
  - 1. Milk
  - 2. Hot tea
  - 3. Coffee
  - 4. Hot chocolate

V. Prepreparation procedures for breakfast

- A. Break eggs
  - 1. Scrambled--Large container
  - 2. Fried--Individual cups
  - 3. Omelet--Individual cups

## INFORMATION SHEET

- B. Prepare batters
  - 1. Pancakes
  - 2. Waffles
  - 3. French toast mixture
- C. Cook hot cereal
- D. Portion fruits
- E. Pan entrees
  - 1. Place meat on pans for cooking
  - 2. Place pans in oven

  (NOTE: Meat may be panned in evening before breakfast. It may be cooked in oven, on grill, or in fryer. Some menus call for meats to be cooked to order.)
- F. Warm plates

VI. Common condiments

- A. Soft or whipped margarine or butter
- B. Syrup
- C. Honey
- D. Jelly
- E. Jam
- F. Gravy
- G. Cream
- H. Ketchup
- I. Special

  Examples: Nuts, coconut, powdered sugar

(NOTE: The above condiments may be served with pancakes, waffles, french toast, bread, cereal, eggs, and the entree.)

# BREAKFAST COOKERY
## UNIT XVIII

## JOB SHEET #1--PREPARE SCRAMBLED EGGS

I. Equipment--Range

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Scrambled Eggs | | |
| YIELD | 2 eggs | PORTION | 1 portion/two eggs |
| UTENSILS | Egg skillet, fork, bowl, wire whip | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Fat, (butter, margarine, shortening, or bland oil) | | 1. Heat fat in egg skillet.<br>(NOTE: Fat should be hot enough to begin coagulating eggs when they are placed in it.) |
| Eggs | 2 | 2. Break eggs in bowl. |
| Liquid if desired (water, cream, milk) | 1 T. | 3. Beat slightly with wire whip.<br>4. Add small amount of liquid to eggs in bowl. |
| | | 5. Place eggs in heated fat in egg skillet.<br>6. Stir gently with fork until desired consistency.<br>(NOTE: Eggs should be cooked soft unless ordered otherwise.) |

NOTE: Scrambled eggs may also be prepared on grill.

## BREAKFAST COOKERY
## UNIT XVIII

## JOB SHEET #2--PREPARE FRIED EGGS

I. Equipment--Range

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to select manner of cooking to be used.)

NAME Fried Eggs

YIELD 2 eggs PORTION 1 portion/2 eggs

UTENSILS Egg skillet, slotted spatula

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Fat (butter, margarine, shortening, or bland oil) | | 1. Heat fat in egg skillet.<br>(NOTE: Fat should be hot enough to set the eggs in a few minutes, but not hot enough to brown the whites.) |
| Eggs | 2 | 2. Break eggs into small dish.<br>3. Slip into heated fat in skillet.<br>(NOTE: Use only enough fat to prevent sticking, excess will cause eggs to be greasy.) |
| | | 4. Cook in manner desired.<br>a. Basted--Drip a little hot fat over yolk while cooking or place cover on skillet while cooking<br>b. Over easy--Eggs turned over and cooked briefly on other side<br>c. Sunny side up--Eggs are not turned |

NOTES: Fried eggs may also be cooked on a grill.

## BREAKFAST COOKERY
## UNIT XVIII

### JOB SHEET #3--PREPARE SIMMERED EGGS

I. Equipment--Range

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to select degree of doneness to be used.)

| | | | |
|---|---|---|---|
| NAME | Simmered Eggs | | |
| YIELD | 2 eggs | PORTION | 1 portion/two eggs |
| UTENSILS | Sauce pot, slotted spoon, thermometer | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Eggs | 2 | Method I<br>(NOTE: This method is used for eggs that are kept refrigerated.)<br>1. Place eggs in sauce pan, add enough cold water to cover.<br>2. Bring water to boil.<br>3. Reduce heat to simmer.<br>4. Cook to desired degree of doneness--See notes.<br>Method II<br>(NOTE: This method is used for room temperature eggs.)<br>1. Bring water to boil in sauce pot.<br>2. Place room temperature eggs in boiling water.<br>3. Return to simmering point.<br>4. Cook to desired degree of doneness--See notes. |
| Water | | |

NOTES: Times for degree of doneness

| Method I | Method II |
|---|---|
| (After water is simmering) | (After water is simmering) |
| Soft-cooked, 1 to 2 minutes | Soft-cooked, 3 to 5 minutes |
| Medium-cooked, 3 to 5 minutes | Medium-cooked, 7 to 9 minutes |
| Hard-cooked, 8 to 10 minutes | Hard-cooked, 12 to 15 minutes |

## BREAKFAST COOKERY
## UNIT XVIII

### JOB SHEET #4--PREPARE POACHED EGGS

I. Equipment--Range

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Poached Eggs | | |
| YIELD | One serving | PORTION | 2 eggs |
| UTENSILS | Shallow sauce pan, skimmer, vegetable dish | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Water | | 1. Fill sauce pan with enough water that will cover eggs.<br>2. Bring to boil then reduce heat so simmering point is maintained.<br>3. Break eggs individually in vegetable dish.<br>4. Slide gently into water.<br>5. Cook as desired.<br>6. Remove with skimmer.<br>7. Drain well. |
| Eggs | 2 | |
| | | |

NOTE: If eggs being used have thin whites, the cooking water should be salted to help prevent whites from spreading; add 1 teaspoon of salt to 1 quart of water or for smaller amounts, proportion accordingly. A small amount of vinegar may be used in place of salt.

## BREAKFAST COOKERY
## UNIT XVIII

## JOB SHEET #5--PREPARE AN OMELET

I. Equipment--Range or grill

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Omelet

YIELD One PORTION 1 omelet

UTENSILS Egg skillet, spatula, wire whip, bowl

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Fat (butter, margarine, or bland oil) | | 1. Heat fat in egg skillet.<br>(NOTE: Fat should be hot enough to begin coagulating eggs when they are placed in it.) |
| Eggs | 3 | 2. Break eggs into mixing bowl. |
| Liquid if desired (cream, milk, water) | 1 T. | 3. Whip lightly adding small amount of liquid if desired. |
| | | 4. Pour into hot fat in egg skillet.<br>5. Pull egg slightly away from side of you with palette knife as it coagulates, tilting pan and letting liquid portion run to the side.<br>6. When still wet on top but firmly set, fold in manner desired.<br>7. Tilt pan away from you and at an angle, slide omelet to far side and part way up side of pan.<br>8. When lightly browned invert on serving plate with brown side up. |

NOTES:

1. Methods of folding
   - a. Three way fold--Fold in thirds from each side
   - b. Pancake fold--Fold in half
   - c. Rolled--Roll from edge to other side
2. Omelet may be filled with desired items, such as sauted mushrooms and sauces

# BREAKFAST COOKERY
# UNIT XVIII

## JOB SHEET #6--PREPARE GRIDDLE CAKES

I. Equipment--Griddle

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

NAME Griddle Cakes

YIELD 100 cakes - 4" diameter PORTION Two 4-inch cakes

UTENSILS Mixing bowl, mixer, spatula, 2 oz. ladle

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Flour | 4 lb. 8 oz. | 1. Combine dry ingredients in mixer bowl. |
| Baking powder | 4 oz. | |
| Salt | 2 T. | |
| Sugar | 12 oz. | |
| Eggs, beaten until light | 12 | 2. Combine eggs, milk, and fat. Add to dry ingredients. |
| Milk | 3 1/2 qt. | 3. Mix (low speed) 30 sec.. |
| Fat, melted and cooled, or oil | 12 oz. | 4. If batter is thicker than desired, thin with milk. |
| | | 5. Use 2 oz. ladle to place batter on hot griddle.<br>6. Bake until surface of cake is full of bubbles. Turn and finish baking. |

NOTE: For blueberry griddle cakes, add 1 lb. well-drained blueberries to batter after cakes are mixed. Handle carefully to avoid mashing berries.

# BREAKFAST COOKERY
## UNIT XVIII

## JOB SHEET #7--PREPARE HASH BROWN POTATOES

I. Equipment--Range

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Hash Brown Potatoes | | |
| YIELD | 50 portions | PORTION | 4 ounces |
| UTENSILS | Skillet, spatula | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Salad oil or margarine | 1 lb. | 1. Heat salad oil or margarine in fry pan with beveled lip. When hot, add potatoes to 3/4 full. Season lightly with salt and pepper.<br>2. Cook over high heat several minutes, turning over occasionally until potatoes are heated through.<br>3. Allow potaotes to brown well on bottom. Turn entire mass over, being careful not to disturb the golden crust and brown evenly on the other side.<br>4. Flip once more and sprinkle with chopped parsley before serving. |
| Potatoes, cooked, chopped or shredded, refrigerated | 12 lb. E.P. | |
| Salt | To taste | |
| Pepper | To taste | |

NOTES:

1. Leftover baked potatoes may be used. Care must be taken to prevent them from drying and discoloring.
2. Potatoes may be cooked on grill top instead of skillet.

# BREAKFAST COOKERY
## UNIT XVIII

## JOB SHEET #8--PREPARE BLANCHED LINK SAUSAGE

I. Equipment--Range

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Blanched Link Sausage | | |
| YIELD | 50 portions | PORTION | 3-1 ounce links |
| UTENSILS | Stock pot, colander | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Link Sausage (1 oz.) | 150 | 1. Place sausages in stock pot.<br>2. Cover with cold water.<br>3. Bring water to a boil.<br>4. Immediately remove sausages to colander in sink.<br>5. Run cold water over sausage until completely cooled.<br>6. Separate links and refrigerate.<br>7. Heat and brown individual portions as ordered. |
| | | |

NOTE: This process will remove excess grease, and prevent splitting or breaking of the sausage casing.

## BREAKFAST COOKERY
## UNIT XVIII

### JOB SHEET #9--PREPARE BLANCHED BACON

I. Equipment--Oven

(NOTE: Hand tools, utensils, and ingredients are part of the standardized recipe below.)

II. Procedure

(NOTE: Instructor may desire to alter yield; use space in quantity column.)

| | | | |
|---|---|---|---|
| NAME | Blanched Bacon | | |
| YIELD | 50 portions | PORTION | 3 slices each |
| UTENSILS | Sheet pans, hotel pans, absorbent toweling | | |

| INGREDIENTS | QUANTITY | METHOD |
|---|---|---|
| Bacon (20-22 count) | 150 slices | 1. Separate bacon slices and place in single layer on sheet pans.<br>2. Place in 350°F oven and partially cook.<br>3. Pour off accumulated drippings.<br>(CAUTION: Extreme care is required to prevent serious burns.)<br>4. Turn bacon slices over and continue cooking until one-half done.<br>(NOTE: Do not overcook.)<br>5. Transfer to hotel pan for refrigeration and holding.<br>6. Complete cooking on grill to order. |

NOTES:

1. Suggested holding arrangement--Place wooden dowel across hotel pan to hold center of bacon higher than ends. This will add in further draining of bacon.
2. Cooking in this manner reduces shrinkage, curling, and improves appearance.
3. Bacon may also be cooked on the grill.

# ORIENTATION
# UNIT I

NAME________________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. Individual responsible for taking, placing, and serving the food order and presenting the check; the major service person in a food operation

_____b. Individual whose duties include all activities not assigned to the waiter/ waitress

_____c. A type of food order on which guests' choices are written

_____d. Individual responsible for all management activities pertaining to the dining room

_____e. Operation with experienced staff and expensive cover

_____f. Operation with rapid service and the minimum amount of cover items

_____g. Operation which may be the same as table service, but usually more informal

_____h. Operation where guests receive service either in their room or car

_____i. Operation where guests act as their own waiter/waitress

_____j. Individual in charge of a group of waiters/ waitresses

_____k. Individual responsible for selling, serving, and replenishing food from a section of a cafeteria line

_____l. Individual responsible for meeting, greeting, and seating guests

_____m. Individual responsible for collecting money

1. Busperson
2. Guest check
3. Tray service
4. Host/hostess
5. Counter service
6. Table and counter service
7. Table service
8. Cashier
9. Waiter/waitress
10. Head waiter/ waitress
11. Dining room manager
12. Self-service
13. Cafeteria line server

2. Complete the following list of statements concerning facts about the food service industry.

   a. There are approximately ____________ food service units in the United States

   b. Annual sales are over 140 ________________ dollars

   c. Food service industry employs _______________ million waiters and waitresses

   d. The average person eats out ___________________ times a week

3. Distinguish between the different types of service jobs by placing an "SS" for semi-skilled jobs, "S" for skilled jobs, "T" for technical jobs, and "P" for professional jobs to the left of the job.

   _____a. Cashier

   _____b. Dining room manager

   _____c. Waiter/waitress

   _____d. Host/hostess

   _____e. Line server

   _____f. Owner

   _____g. Manager

   _____h. Head waiter/waitress

4. Select desired qualities of food service personnel by placing an "X" in the appropriate blanks.

   _____a. Good health and physical stamina

   _____b. Higher than average drive

   _____c. Shyness

   _____d. Reliable

   _____e. Tall

   _____f. A need for money

   _____g. Knowledgeable

   _____h. Short-tempered

5. Distinguish between the advantages and disadvantages of service jobs by placing an "A" next to the advantages and a "D" next to the disadvantages.

   _____a. Short or broken work schedules

   _____b. Minimal investment

   _____c. Pleasant surroundings

______d. Fringe benefits

______e. Opportunities for advancement

______f. Evening work

______g. Little training necessary

______h. Weekend and holiday work required

6. Match the types of service on the right with their operations.

______a. Family restaurants

______b. Cafeteria

______c. Short order restaurants

______d. Drive-in service

______e. Fine restaurants

1. Table service
2. Self-service
3. Counter service
4. Tray service
5. Table and counter service

7. Select true statements concerning applications of math by service personnel by placing an "X" in the appropriate blanks.

______a. Waiter/waitress writes a guest check

______b. Cashier balances the daily receipts

______c. Waiter/waitress records information for travelers' checks and credit cards

______d. Cashier figures a tip for waiter/waitress

______e. Waiter/waitress totals daily tips at the end of each month and completes a report of tips to employer

8. Demonstrate the ability to:

a. Complete a questionnaire on your qualifications as a service person.

b. Explain how personality traits can affect waiters/waitresses in their jobs.

c. Figure guest checks using addition and multiplication.

d. Figure tips using multiplication.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

# SAFETY
# UNIT VI

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

______a. A potential source of danger

______b. State or condition of being safe; freedom from danger, risk, or injury

______c. Any suddenly occurring, unintentional event which causes injury or property damage

______d. Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

______e. Federal legislation designed to insure safe and sanitary working conditions for employees

______f. Emergency procedure performed by trained individuals to aid a heart attack victim

______g. That which quickly puts out fires or at least smothers flames

______h. One whose job it is to visit food service operations to enforce safety regulations and to see that standards described in laws are met

1. OSHA
2. Safety
3. Safety inspector
4. First aid
5. Fire extinguisher
6. Hazard
7. Accident
8. CPR

2. Complete the following list of statements concerning classes of fires.

a. Class A--Fires that occur in ______________________________; extinguisher identified by a green triangle

b. Class B--Fires that occur with flammable liquids; extinguisher identified by a ______________________________

c. Class C--Fires that occur in or near ________________________; extinguisher identified by a blue circle

3. Match the types of fire extinguishers on the right with their uses.

   ______a. Used on Class A fires

   ______b. Used on Class A and B fires

   ______c. Used on Class B and C fires

   ______d. Used on Class A, B, and C fires

   1. Foam
   2. Pressurized water or soda-acid
   3. Multipurpose dry chemical
   4. Carbon dioxide

4. Select true statements concerning rules for fire prevention by placing an "X" in the appropriate blanks.

   ______a. Report ANY fire, when you find time, to supervisor

   ______b. Know where fire extinguishers are and how to use them

   ______c. Keep some equipment in good working order

   ______d. Keep equipment clean to prevent fires caused by grease piling up, especially on vent hoods and filters

   ______e. Never put water on hot grease

   ______f. Watch hot fats for splattering

   ______g. Store cold fats near flames

   ______h. Smoke only in designated areas

   ______i. Keep matches in open containers

   ______j. Light matches before turning on gas jets

   ______k. Report any gas leaks to supervisor

   ______l. Turn off all open fires when not in use

5. Complete the following list of statements concerning action to take in case of fire.

   a. Notify ______________________ if at all possible

   b. Keep yourself and others ______________________

   c. Call ____________________

   d. Use ____________________ to help control blaze until fire department arrives

   e. Cut off ______________________ supply

6. List the three cardinal rules of safety.

   a. ______________________________________________

   ______________________________________________

   b. ______________________________________________

   ______________________________________________

   c. ______________________________________________

   ______________________________________________

7. Complete the following list of physical characteristics of a safe storeroom.

   a. ____________________

      1) Strong

      2) In good repair

      3) Wide enough to hold items

   b. Aisles

      1) Wide enough for freedom of movement

      2) Clear of objects

      3) ____________________

      4) Floors clean and dry

   c. Size

      1) Suitable for amount of stock to be stored

      2) Separate storage area for ____________________

   d. ______________________________

8. Circle the words which best complete the following statements concerning procedures for storing supplies safely.

   a. Remove all (packing tape, nails) and staples when opening boxes, cartons, or barrels

   b. Be careful of (splinters, food odor) when opening wooden boxes

   c. (Dispose of, Use) all empty cases and boxes promptly

   d. Use a strong, well-braced ladder when removing items from (high shelves, refrigerator)

e. (Lift, Store) a heavy item properly

f. Stack (light, heavy) items on lower shelves

g. Stack items on shelves, (or, never) directly on floor

h. Store insecticides, cleaning materials, and other contaminants (near, away from) food stuffs

i. Maintain good housekeeping to reduce the hazard of (fire, contaminating food)

j. (Always, Never) store items in front of fire-fighting equipment

9. Select true statements concerning ways to prevent burns by placing an "X" in the appropriate blanks.

_____ a. Use WET towels or hot pads to handle hot utensils

_____ b. Lift covers of hot pans away from self

_____ c. Stand in front when opening steamers and ovens

_____ d. Keep pot handles out of aisles

_____ e. Keep pot handles away from flames

_____ f. Use your apron as a hot pad

_____ g. Fill containers to proper level

_____ h. Get help when moving any cold items

_____ i. Warn people when placing a hot pot close to them

_____ j. Drop wet foods into hot fat

10. Complete the following list of ways to prevent electrical shock.

a. Be sure electrical outlet is ______________________ before plugging in cord

b. Report all defective equipment and worn or frayed ______________________

c. Avoid ______________________________ when working with electricity

d. ______________________________ equipment before cleaning

11. Complete the following list of ways to prevent falls.

a. Always be able to ___________________

b. Keep floors dry and free of _____________________

c. Keep ________________________ clear of obstructions

d. Keep all equipment doors and drawers ____________________

e. ____________________ things that you drop

f. Wipe up things that you ____________________

g. Use a ____________________ to reach objects out of reach

h. Be careful going around ____________________

i. ____________________ people when passing behind them

12. Select true statements concerning ways to prevent cuts by placing an "X" in the appropriate blanks.

_____a. Pick up broken glass slivers with a dry paper towel

_____b. Dispose of broken glasses and dishes cautiously

_____c. Replace all pieces and parts immediately after cleaning equipment

_____d. Use some safety devices on equipment

_____e. Use can openers that are in good repair and be cautious of edges on opened cans

_____f. Keep away from some moving parts of equipment

_____g. Reuse all chipped or cracked dishes

_____h. Never reach into water to remove broken glass

_____i. Work foods close to the cutting surface when grating

13. Complete the following list of statements concerning characteristics of safe clothing for the kitchen.

a. Shoes

1) Rubber heels to prevent ____________________

2) Safety toes or ____________________ toes

3) ____________________ shoelaces to prevent tripping

4) Broad-based heel to provide balance

5) Good strong support for ____________________

b. Uniforms

1) Wear suitable uniform for kitchen or dining room

2) Tie apron strings securely and ____________________

3) Do not wear ____________________ which may get caught in equipment

4) Keep uniform free from pins and ____________________ which may drop into the food

5) Do not wear rings around hazardous equipment

14. Match the types of emergency situations on the right with their proper first aid procedures.

(NOTE: In some instances, there may be more than one correct answer.)

_____a. Manual pressure

_____b. Avoid touching

_____c. Cover to prevent loss of body heat

_____d. Loosen clothing around neck and midriff

_____e. Quick back blows

_____f. Sterile bandage

_____g. Do not touch if the person is in contact with an electric circuit

1. Bleeding
2. Shock
3. Choking
4. Burns
5. Falls
6. Heart attack
7. Electrical accident

15. List two purposes of OSHA.

a. ____________________________________________________________

____________________________________________________________

b. ____________________________________________________________

____________________________________________________________

16. Demonstrate the ability to:

a. Prepare and complete a safety checklist.

b. Lift a heavy item properly.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## SANITATION
## UNIT V

NAME ______________________

## TEST

1. Match the terms on the right with their correct definitions.

(NOTE: Terms for definitions a thru m are on this page.)

_____a. The transfer of harmful micro-organisms from one food to another by means of a non-food surface

_____b. Capable of being transmitted, directly or indirectly, from one human being to another

_____c. "First in, first out"; a stock-rotation rule for the storage of food

_____d. Free of visible soil

_____e. Capable of being transmitted by contact

_____f. Metric temperature scale related to Fahrenheit scale by the formula 5/9 (°Fahrenheit-32°)= °Celsius

_____g. A temperature scale related to Celsius by the formula 9/5 °Celsius + 32° = °Fahrenheit

_____h. The presence of harmful substances or organisms, especially in food

_____i. A general term for intoxication or infection caused by consumption of contaminated food

_____j. Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

_____k. The physical removal of soil from a surface

_____l. Disease or injury occurring as a result of consumption of contaminated food

_____m. The temperature range between 45 and 140°F (7.2 to 60°C) within which most bacteria experience their best growth and reproduction

1. Contagious
2. Cross-contamination
3. Fahrenheit
4. Contamination
5. Food poisoning
6. Celsius
7. Food-borne illness
8. Cleaning
9. Communicable
10. Danger zone
11. Clean
12. FIFO
13. Bacteria

(NOTE: Terms for definitions n thru aa are on this page.)

______n. A process that kills disease-causing bacteria in food

______o. Damage to the edible quality of food through improper handling, contamination, or natural processes of aging

______p. Disease caused by invasion of a living organisms, which multiply within the body

______q. Any food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, edible crustacea, or other ingredients, in a form capable of supporting rapid growth of micro-organisms

______r. Practices necessary for establishing and maintaining good health

______s. A poison produced by a living organism

______t. Disease caused by consumption of poisons, which may be chemical, naturally occurring in food, or produced by micro-organisms

______u. The creation and maintenance of conditions favorable to good health

______v. Forms of life that can be seen only with the aid of a microscope, including bacteria, viruses, yeasts, algae, and single-celled organisms

______w. An individual living thing

______x. Animals obnoxious to humans, especially small, numerous, hard-to-control animals such as rats, mice, and various insects

______y. The development of food-borne illness by two or more people who have eaten a common food that is shown by laboratory analysis to be the source of the illness

______z. Free of disease-causing organisms and other harmful substances

______aa. Cleaning compound which reduces bacterial count to safe level

14. Micro-organisms
15. Infection
16. Sanitary
17. Organism
18. Spoilage
19. Outbreak
20. Toxin
21. Intoxication
22. Vermin
23. Hygiene
24. Potentially hazardous food
25. Sanitation
26. Pasteurization
27. Sanitizing solution

2. List three regulatory agencies which deal with sanitation.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. Complete the following list of areas of food service inspection.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. Cleaning, sanitization, and storage of equipment and utensils

   e. Sanitary facilities and controls

   f. Construction and maintenance of physical facilities

   g. Compliance procedure

4. Select true statements concerning food infection, food poisoing, and chemical food poisoning by placing an "X" in the appropriate blanks.

   _____a. Food poisoning is caused by toxin and is released into the food by bacteria

   _____b. Food infection is caused by bacteria and is set up as an infection

   _____c. Chemical food poisoning is caused by chemicals

5. Complete the charts on the following pages on food-borne illnesses.

## FOOD-BORNE ILLNESSES

| ILLNESS | CAUSE | FOODS FREQUENTLY INVOLVED | PRINCIPLES OF CONTROL |
|---|---|---|---|
| a. ____________ | Bacterium of human origin; its main sources are the nose, throat, and infected lesions; TOXIN IS NOT DESTROYED BY ORDINARY COOKING METHODS | Protein foods, especially items that are handled a great deal and by careless employees who have unsanitary working habits; contaminated foods that are exposed for several hours to warm temperatures | Food handlers must be free from infected sores and respiratory illnesses and must practice sanitary working habits, including frequent washing of hands; keep cold food cold, hot food hot; cool food rapidly to safe temperature |
| b. ____________ | Large numbers of this bacteria; their source is the intestinal tract of humans and animals; meat, poultry, dirty shells of eggs, and products made from these foods may already be contaminated when they reach the kitchen; seafood from sewage-polluted waters are contaminated | Improperly handled and cooked protein foods, especially those that are apt to be contaminated when they reach the kitchen; all items that have contact with fecal matter of human hands, or animal origin, unwashed human hands, feces from rodents and insects; contaminated foods that are exposed for several hours to warm temperatures | Purchase meat, poultry, eggs, and shellfish that have been inspected or certified for wholesomeness; control rodents and insects; wash hands after visiting toilet and after handling raw meat and poultry; keep equipment in sanitary condition; keep cold food cold, hot food hot; cool food rapidly to safe temperatures |

## FOOD-BORNE ILLNESSES

| ILLNESS | CAUSE | FOODS FREQUENTLY INVOLVED | PRINCIPLES OF CONTROL |
|---|---|---|---|
| c. ________ | Large numbers of a spore forming bacterium; its source is the intestinal tract of humans and animals, soil, and kitchen dust; meat may be contaminated with it when purchased | Meat and gravy, especially when prepared in advance and held warm for several hours; since the bacterium is very common, cooked foods are readily recontaminated through contact with soiled cutting boards and other equipment, reheated foods, and leftovers | Serve meat and gravy soon after cooking; if items must be cooked in advance, chill quickly and keep refrigerated at safe temperatures; keep equipment in sanitary condition |
| d. ________ | Deadly toxin of a spore-forming bacterium whose source is the soil; toxin is produced under conditions that exclude air; toxin can be destroyed by boiling food for 15 minutes | Underprocessed, home-canned, non-acid food; underprocessed smoked fish | Do not serve home-canned foods to the public; keep smoked fish strictly refrigerated at temperatures below 38°F, preferably in the freezer; never taste suspect food; boil for 15 minutes and discard |

6. Circle the words which best complete the following statements concerning the growth and prevention of disease-causing bacteria.

   a. Bacteria require warmth with a temperature range of between 45°F and (160°F, 140°F)

   b. Bacteria require a (minimum, maximum) amount of moisture to grow

   c. Bacteria die at a temperature in excess of (165°F, 100°F)

   d. Bacteria can grow in all foods; however, there are methods which can be used to (kill, prevent) bacterial growth in some foods

7. Match the types of common kitchen pests on the right with their homes.

   (NOTE: There may be more than one correct answer.)

   ______a. Rotting fruit and vegetables

   ______b. Pipe and drain

   ______c. Grease barrel

   ______d. Decaying food

   ______e. Sweet food or juice

   ______f. Dark areas

   ______g. Meat

   1. Rodent
   2. Fly
   3. Mosquito
   4. Roach
   5. Ant

8. Select true statements concerning methods of pest control by placing an "X" in the appropriate blanks.

   ______a. Keep doors closed and screened

   ______b. Keep windows closed and screened

   ______c. Report structure maintenance problems to supervisor

   ______d. Clean counter tops regularly

   ______e. Clean drains daily

   ______f. Keep garbage containers open

   ______g. Remove spoiled fruit and vegetables from garbage can and keep in kitchen

   ______h. Discard all spoiled food

   ______i. Remove standing water

9. Complete the following list of types of pest control.

   a. ______________________________

   b. Dusts and powders

   c. ______________________________

d. ______________________________

e. Traps

f. ______________________________

10. Select personal habits the food service worker should observe by placing an "X" in the appropriate blanks.

_____a. Wash hands after eating

_____b. Wash hands before visit to restroom

_____c. Continue to work with cold if not coughing

_____d. Smoke in designated areas

_____e. Report all skin infections to supervisor

_____f. Blow nose anytime necessary

_____g. Report all body infections to supervisor

11. List six appearance requirements for the food service worker.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

12. Complete the following list of personal habits the food service worker should **avoid.**

a. Sneezing and coughing

b. ______________________________

c. Picking nose

d. Wiping mouth with fingers

e. ______________________________

f. Fixing hair with hands

g. ______________________________

h. Eating in nondesignated areas

i. ______________________________

13. List four common potentially hazardous foods.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

14. Complete the following list of statements concerning standards for safeguarding food.

    a. Use wholesome food from ______________________________

    b. Protect food from ______________________________ during preparation, service, and storage

    c. Use ______________________________ equipment

    d. Use refrigeration

    e. Store and use ______________________________ and poisons away from food

    f. ______________________________ questionable food

    g. Maintain all potentially hazardous food at ______________________________ except during necessary preparation and service

    h. Cook foods to recommended ______________________________ temperature

    i. Batch cook and serve cooked foods immediately or store in ____________________ in refrigerator

    j. Wash all raw fruits and vegetables in ______________________________ before using

15. Select true statements concerning ware washing by placing an "X" in the appropriate blanks.

    ______a. The general procedure for ware washing includes soaking, washing, rinsing, sanitizing, air-drying, and storing in proper place

    ______b. Ware washing equipment to be washed includes hand tools, china, and crystal

    ______c. Keep supplies uncovered and labeled

    ______d. Use cleaning supplies according to directions

    ______e. The purpose of sanitizing solutions is to sanitize clean surfaces

16. List eight items on the sanitation facility checklist.

    a. ______________________________

    b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

17. Distinguish between reasons for in-house sanitation by placing an "F" for front of house and "B" for back of house in the appropriate blanks.

(NOTE: Some answers may use both "F" and "B".)

______a. Eliminates unsanitary conditions

______b. Provides for safety of guest

______c. Attracts guest

______d. Provides for better working conditions for employees

______e. Eliminates kitchen pests

18. Select storage and usage practices for housekeeping supplies by placing an "X" in the appropriate blanks.

______a. Store housekeeping supplies next to food for emergency spills

______b. Leave floor brushes in water overnight to soak out dirt

______c. Rinse buckets, pails, and wringers after each use

______d. Wring out mops after each use

______e. Use floor brush on wet surfaces only

______f. Replace mop heads as often as necessary

19. Demonstrate the ability to:

a. Discuss food illness case studies.

b. Rate your grooming and wardrobe habits.

c. Complete a chart on food handling and storage.

d. Observe and record sanitation practices.

e. Wash hands.

f. Wet mop a floor.

g. Wash pots and pans.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

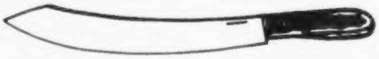
# USE AND CARE OF HAND TOOLS AND UTENSILS
## UNIT III

NAME ______________________________

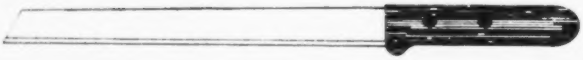
## TEST

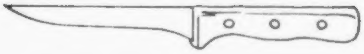
1. Identify knives and sharpening tools.

a. ______________________________ b. ______________________________

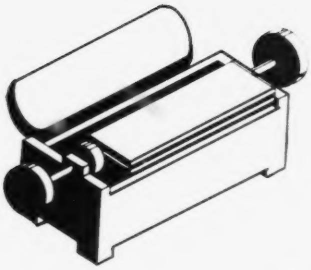


c. ______________________________ d. ______________________________

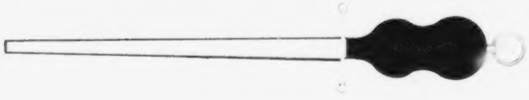




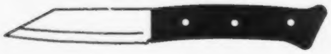
e. ______________________________ f. ______________________________



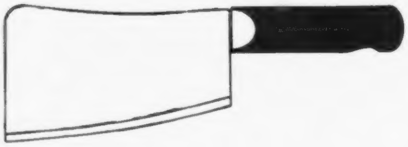
g. ______________________________



h. ______________________________



i. ______________________________



j. ______________________________

2. Match knives and sharpening tools on the right with their uses.

_____a. To peel, cut, or slice fruits and vegetables

_____b. To cut all types of meat

_____c. To slice all kinds of meat; to slice tomatoes and lettuce wedges

_____d. To core lettuce; to pare and section fruits

_____e. To slice bread or cake

_____f. To remove bone from meat

_____g. To trim chops and cut through bone; to dress poultry

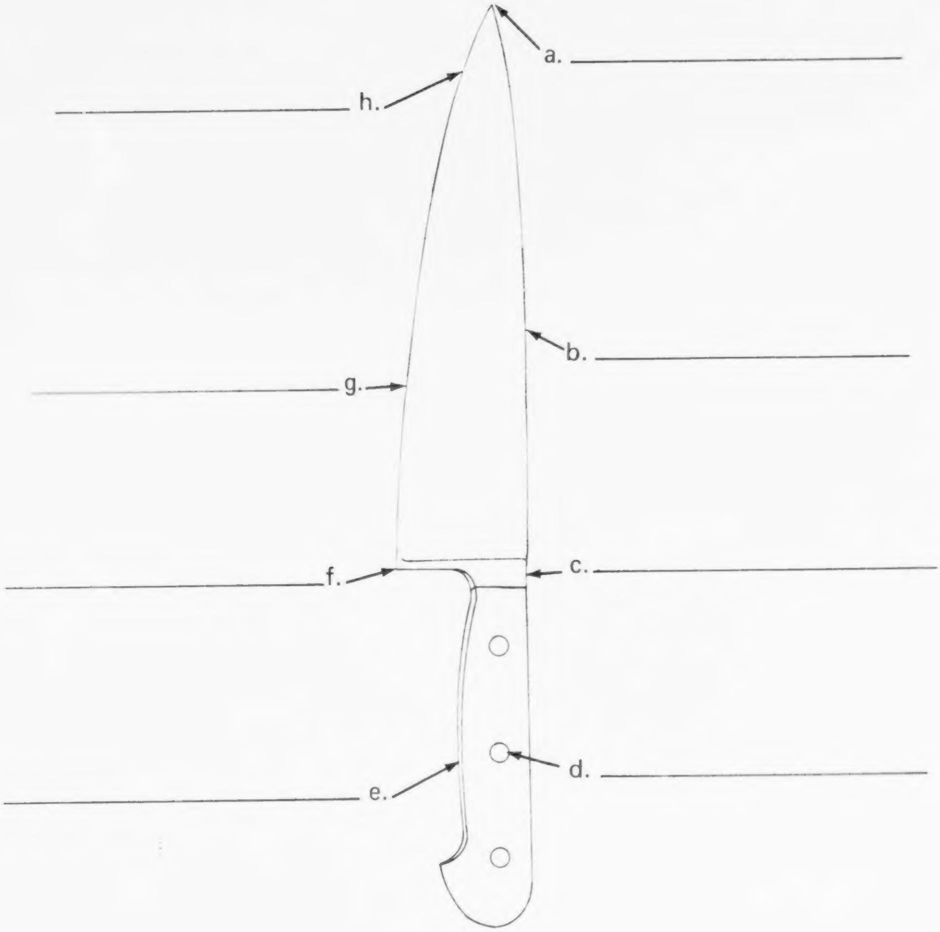
_____h. To sharpen knives

_____i. To slice, cut, and shred raw fruits and vegetables; to slice hot or warm meat; to chop small quantities of food; to dice and mince ingredients

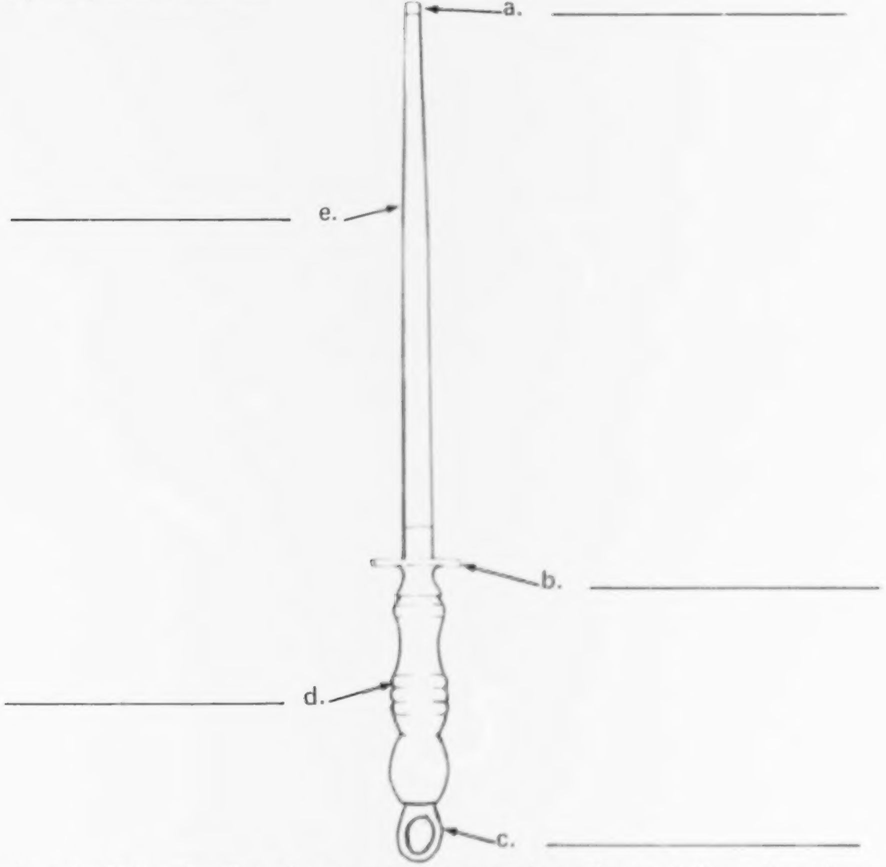
_____j. To hone a knife's cutting edge

1. Bread knife
2. Paring knife
3. Cleaver
4. Slicer
5. Boning knife
6. Utility knife
7. Steel
8. Butcher knife
9. French knife
10. Sharpening stone

3. Identify the parts of a knife.



4. Identify the parts of a steel.



5. Complete the following list of statements concerning rules to follow when sharpening knives.

   a. Hold the knife at a constant ____________________ angle to the stone

   b. Always sharpen in the same ________________ to create saw-like ridges in the knife's edge

   c. Make the strokes on each side in equal ____________________ and of equal ____________________

   d. Use a ____________________ stone to sharpen most knives; if a knife is particularly dull, use a coarse stone first

   e. As a general rule, make ____________ strokes on each side of blade

6. Circle the words which best complete the following statements concerning the care of knives.

   a. Wash knives by themselves, not with other (utensils, equipment)

   b. (Place, Throw) knives one at a time in sink; wash each individually

c. (Dry, Store) each knife separately

d. Store in a knife rack or a special holder in a drawer in the department in which it is (used, left)

e. Use the knife only for jobs it is (intended, convenient) for

f. Use a (cutting board, counter); never cut onto metal

7. Select true statements concerning knife safety practices by placing an "X" in the appropriate blanks.

_____a. A dull knife is safe to use

_____b. If you drop a knife, do not attempt to catch it

_____c. Cut away from your body and hands

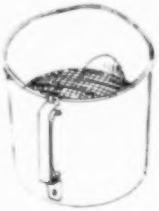
_____d. Hold items in hand while cutting

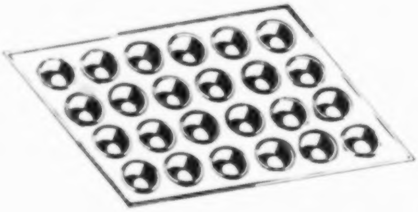
_____e. Hand a knife to someone else by grasping the handle

_____f. Keep your eyes on your work

_____g. Carry a knife in front of you

8. Identify baking tools and utensils.





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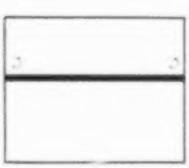

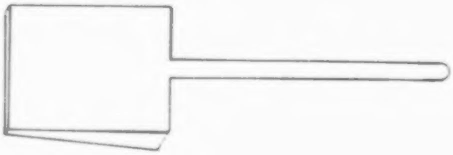

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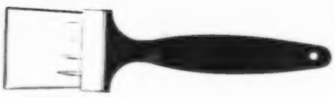

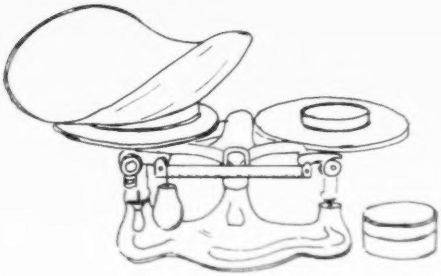

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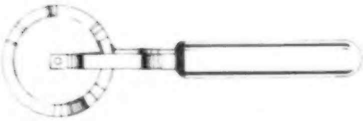

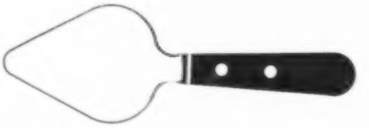

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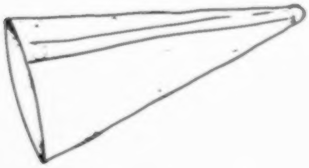

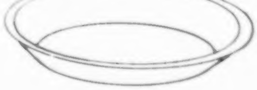

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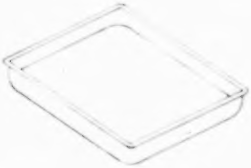

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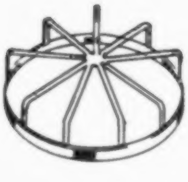

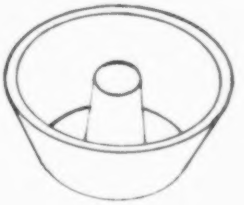

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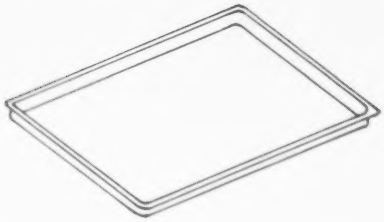
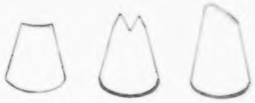




o. ______________________ p. ______________________

9. Match baking tools and utensils on the right with their uses.

_____a. To accurately weigh ingredients

_____b. To sift dry ingredients

_____c. To bake foods

_____d. To cut dough

_____e. To bake muffins

_____f. To cut all types of flat doughs

_____g. To hold icing during decorating

_____h. To make designs with pastry bag

_____i. To brush on liquids

_____j. To place and remove products such as pizza, bread, and pies in ovens

_____k. To mark pie or cake for portion control

_____l. To bake tube cakes

_____m. To roll dough to desired thickness

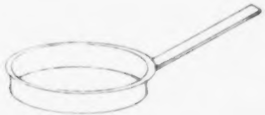
_____n. To cut and serve pie or cake

_____o. To bake pie crust or pies

_____p. To bake foods such as sheet cakes and large volumes of cookies and pastries

1. Flour sifter
2. Baking pan
3. Peel
4. Muffin tin
5. Pastry wheel
6. Pie pan
7. Rolling pin
8. Baker's scale
9. Pastry bag
10. Sheet pan
11. Tube cake pan
12. Pastry brush
13. Dough cutter
14. Pastry tips
15. Pie or cake marker
16. Pie or cake knife

10. Identify cooking tools and utensils.



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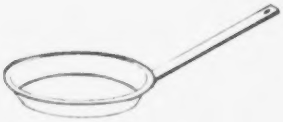

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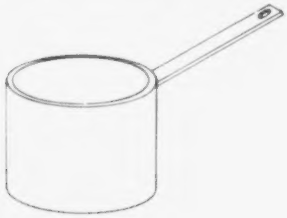

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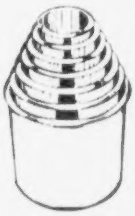

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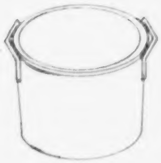

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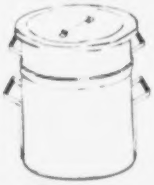

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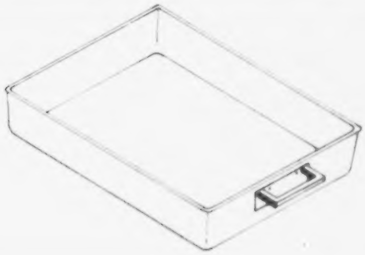
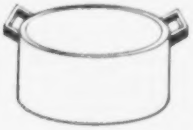


g. ____________________

h. ____________________



i. ____________________

11. Match the cooking tools and utensils on the right with their uses.

_____a. To cook small amounts of food quickly in a minimum amount of fat

_____b. To cook foods on top of range

_____c. To roast meats

_____d. To cook small amounts of food on top of range

_____e. To store foods

_____f. To cook foods that scorch easily

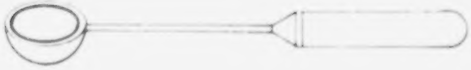
_____g. To

_____h. To cook and hold food for serving

_____i. To cook large quantities of food on top of range

1. Saute pan
2. Brazier pan
3. Roasting pan
4. Stock pot
5. Bain-marie pans
6. Sauce pot
7. Double broiler
8. Steam table pan
9. Sauce pan

12. Identify food preparation tools and utensils.



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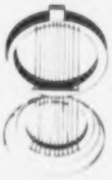

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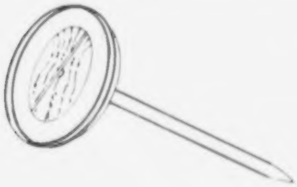

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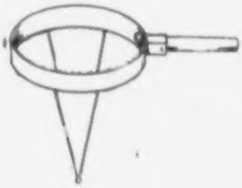

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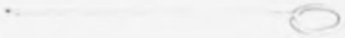

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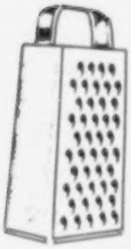

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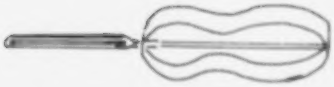

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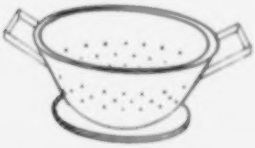

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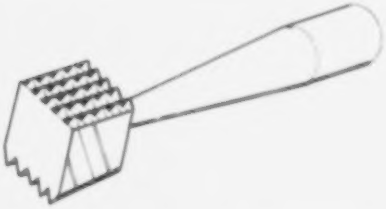

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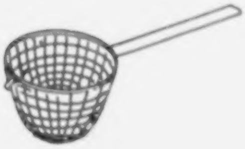


k. ______________________________

l. ______________________________

13. Match food preparation tools and utensils on the right with their uses.

_____a. To slice hard-cooked eggs

_____b. To grate or shred small amounts of food

_____c. To pound meat to make it tender

_____d. To strain fine particles from liquids

_____e. To strain liquids from food

_____f. To determine internal temperature when roasting meat

_____g. To combine dry ingredients with liquid

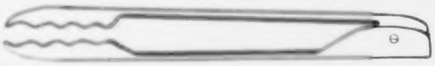
_____h. To strain foods

_____i. To peel vegetables

1. Strainer
2. Egg slicer
3. China cap
4. Hand meat tenderizer
5. Box grater
6. Melon baller
7. Vegetable peeler
8. Colander
9. French wire whip

| | |
|---|---|
| _____j. To cut fruits and vegetables into balls | 10. Skewer |
| _____k. To hold food together for portion control | 11. Meat thermometer |
| _____l. To incorporate air into liquids and thin mixtures | 12. Piano wire whip |

14. Identify food handling tools and utensils.



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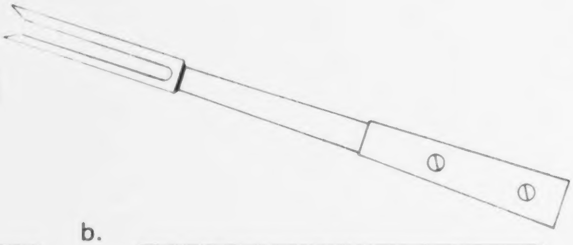

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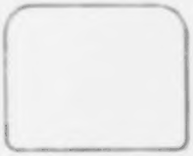

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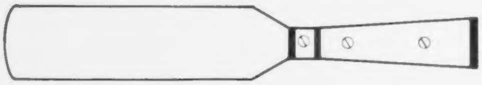

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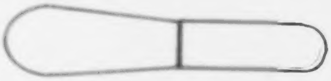

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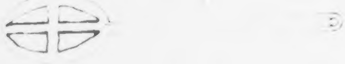

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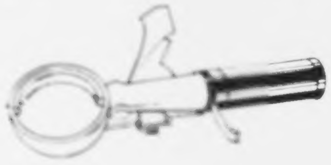

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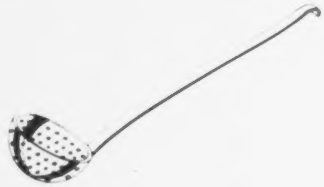

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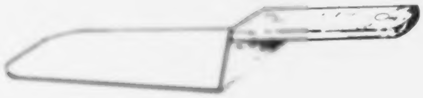

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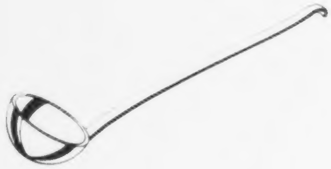

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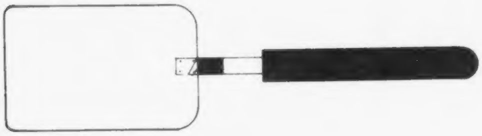
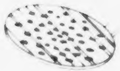
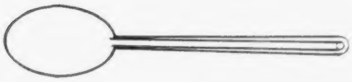




k. ______________________________ l. ______________________________



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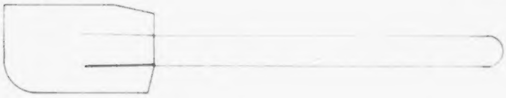


o. ______________________________

15. Match food handling tools and utensils on the right with their uses.

_____a. To scrape down bowls

_____b. To portion and serve food

_____c. To remove food from cans, jars, and bowls

_____d. To stir, mix, and serve soups and sauces

_____e. To serve large cut vegetables

_____f. To turn food

_____g. To ice cakes

_____h. To spread dressing or filling on bread

_____i. To strain solids from liquids

_____j. To serve small cut vegetables

1. Kitchen fork
2. Food tongs
3. Perforated kitchen spoon
4. Plastic scraper
5. Disher
6. Offset spatula
7. Skimmer
8. Slotted kitchen spoon
9. Solid ladle
10. Flat spatula

_____k. To fold, stir, and serve food

_____l. To handle food

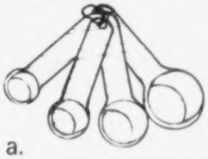
_____m. To turn meat or hold while slicing

_____n. To mix, spread, and scrape food

_____o. To remove food particles that rise to top of stocks and sauces

11. Rubber scraper
12. Hotcake or meat turner
13. Solid kitchen spoon
14. Perforated ladle
15. Sandwich spreader

16. Identify measuring and weighing tools and utensils.



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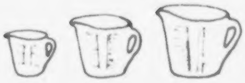

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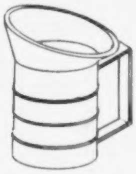

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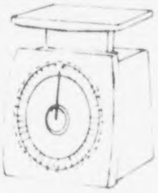

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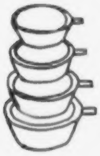

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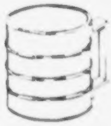


f. ______________________________

17. Match measuring and weighing tools and utensils on the right with their uses.

_____a. To measure large quantities of dry ingredients from pint to gallon size

_____b. To weigh food such as ingredients in recipes or for portion control

_____c. To measure dry foods in one cup or less amounts

_____d. To measure small amounts of liquid and dry ingredients

_____e. To measure large quantities of liquid from pint to gallon size

_____f. To measure liquid in fluid ounces and fractional amounts

1. Measuring spoon set
2. Portion scale
3. Large volume dry measure
4. Graduated liquid measure
5. Graduated dry measuring cup set
6. Large volume liquid measure

18. Complete the following list of rules to observe in the use and care of hand tools and utensils.

    a. Use only those items needed for job

    b. Use only as intended for job

    c. Use ______________________ container for amount to be prepared

    d. ______________________ work in order to have correct hand tools and utensils available when needed

    e. ______________________ in proper area

    f. Store ______________________ side up

    g. ______________________ after use

    h. Report __________________ tools to supervisor

19. Demonstrate the ability to:

    a. Check and compare accuracy of methods of measuring.

    b. Use a steel.

    c. Sharpen a French knife.

    d. Weigh a dry ingredient accurately using a baker's scale.

    e. Weigh a liquid ingredient accurately using a portion scale.

    f. Measure small amounts of dry and liquid ingredients accurately.

    g. Measure a liquid ingredient accurately.

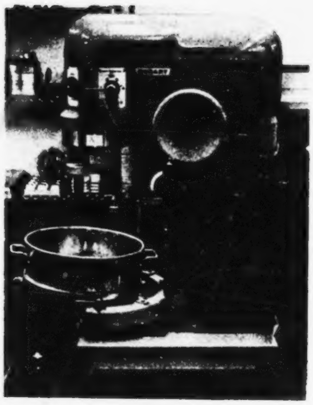
(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

# USE AND CARE OF EQUIPMENT
## UNIT IV

NAME ________________________________

TEST

1. Identify types of equipment.



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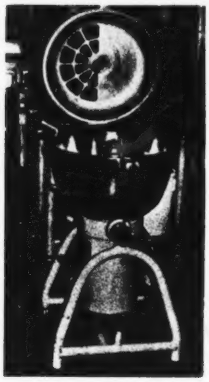

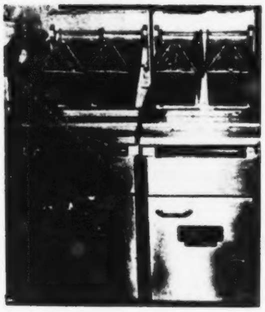

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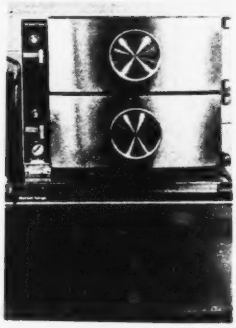
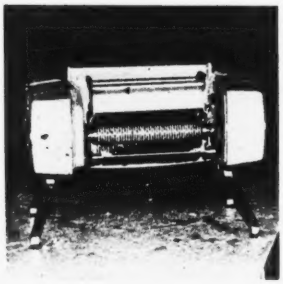
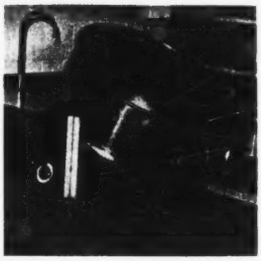
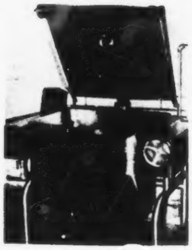




e. ____________________ f. ____________________





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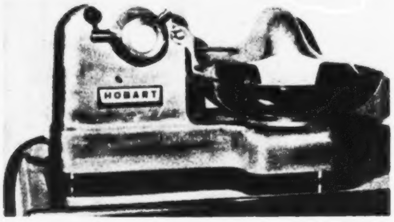

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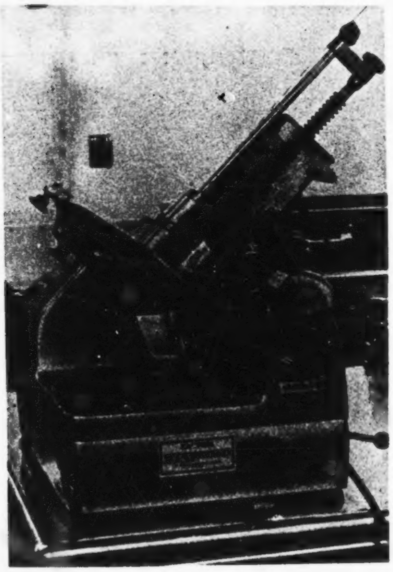

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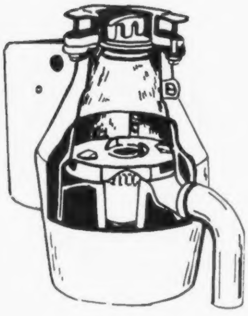

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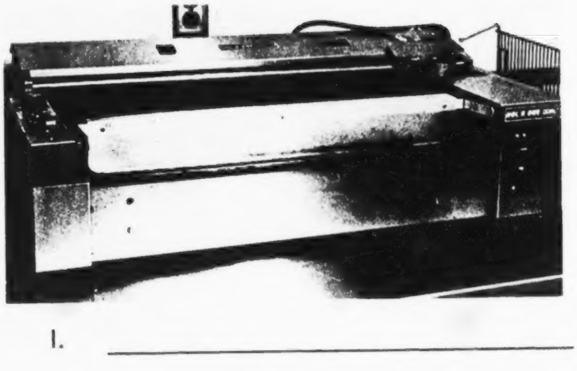

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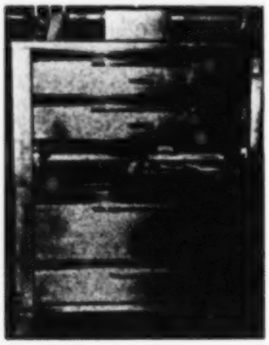

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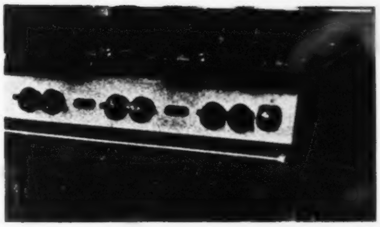

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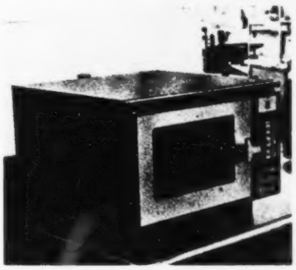

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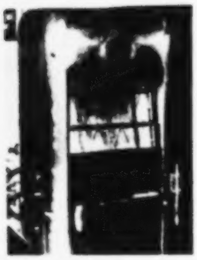

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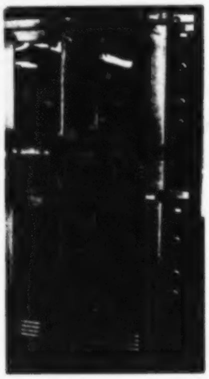

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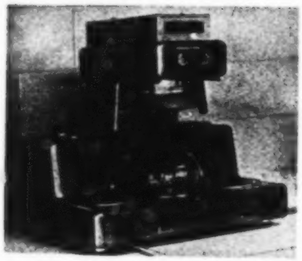

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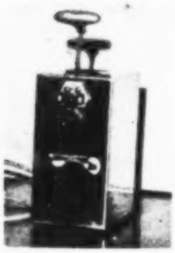

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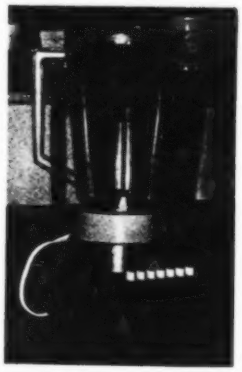
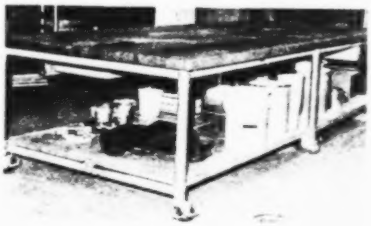
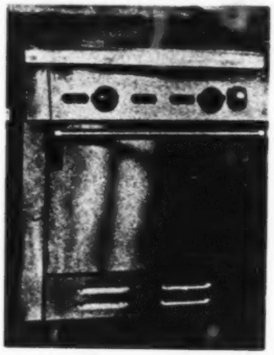


u. ______________________________



v. ______________________________



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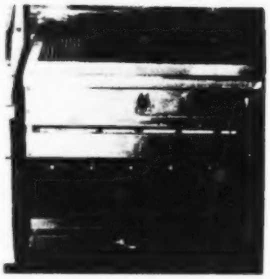
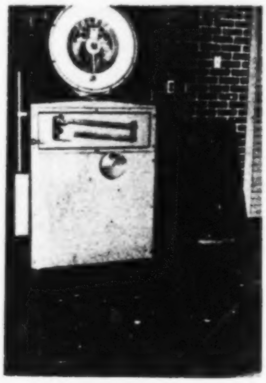


x. ______________________________

y. ______________________________



z. ______________________________

2. Select true statements concerning general operating procedures for equipment by placing an "X" in the appropriate blanks.

_____a. Turn off switches prior to adjusting the speed

_____b. Notify supervisor when parts of machine have been misplaced

_____c. Clear work area of unneeded equipment or supplies before using a machine

_____d. Wear loose clothing while using electrical equipment

_____e. Notify supervisor when in doubt about usage of equipment

_____f. Turn speed to proper setting before starting a machine

_____g. Follow the manufacturer's directions only for operation

3. Select true statements concerning safety requirements for equipment by placing an "X" in the appropriate blanks.

_____a. Operator must be trained

_____b. Operator must have observed the equipment breakdown

_____c. Operator must be able to use equipment to the satisfaction of supervisor

_____d. Equipment should be left unattended during use

_____e. Operator must know and use all safety features on the equipment

_____f. Pieces of equipment which have parts that will come in direct contact with food must be sanitized just prior to use

4. Demonstrate the ability to:

   a. Operate doughnut machine.
   b. Clean doughnut machine.
   c. Operator dish machine.
   d. Clean dish machine.
   e. Operate waste disposer.
   f. Operate mixer.
   g. Clean mixer.
   h. Operate slicer.
   i. Clean slicer.
   j. Operate vertical cutter mixer.
   k. Clean vertical cutter mixer.
   l. Operate food chopper.
   m. Clean food chopper.
   n. Operate deep fat fryer.
   o. Clean deep fat fryer (gas).
   p. Clean deep fat fryer (electric).
   q. Operate tilting brazier or skillet.
   r. Clean tilting brazier or skillet.
   s. Operate steamer.

t. Clean steamer.

u. Operate steam jacketed kettle.

v. Clean steam jacketed kettle.

w. Operate meat tenderizer.

x. Clean meat tenderizer.

y. Use steam table.

z. Clean steam table.

aa. Operate conventional oven.

bb. Clean conventional oven.

cc. Operate convection oven.

dd. Clean convection oven.

ee. Operate microwave oven.

ff. Clean microwave oven.

gg. Operate rotary toaster.

hh. Clean rotary toaster.

ii. Operate coffee equipment.

jj. Clean coffee equipment.

kk. Operate range.

ll. Clean range.

mm. Operate broiler.

nn. Clean broiler.

oo. Operate grill.

pp. Clean grill.

qq. Use platform scale.

rr. Clean work table.

ss. Clean can opener.

tt. Operate blender/food processor.

uu. Clean blender/food processor.

vv. Clean milk dispenser.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## COUNTER SERVICE
## UNIT XII

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. Cylinder containing carbon dioxide which forces syrup from the syrup tank and then combines with the syrup to add "fizz" to the drink

_____b. Food prepared and sold for the purpose of eating at another location

_____c. The area where all of one type of food is displayed

_____d. The rate the customers are served and move by each station in cafeteria-style fast food places

_____e. To add edible decoration to a food

_____f. The amount of food served to the guest

_____g. A plate of food with a smaller serving which is priced for a child

_____h. The pleasing and tasteful appearance of food

_____i. A machine used to make milk shakes or malts

_____j. Container for flatware at the beginning of the serving line

_____k. To present food at its best

_____l. The creation and maintenance of conditions favorable to good health

_____m. A machine which will provide a person various types of drinks

_____n. A board or sign which lists the types and prices of foods

_____o. The machine in which the coffee is brewed

1. Garnish
2. Eye appeal
3. Courtesy
4. Take-out food
5. Canister
6. Menu board
7. Heat lamp
8. $CO_2$ tank
9. Station
10. Portion
1 . Coffee urn
12. Setup
13. Steep
14. Line speed
15. Child's plate

______p. The arrangement of the serving line

______q. Consideration, respect, cooperation, and generosity toward others

______r. A lamp (infrared light) used to keep food warm

______s. To soak in a liquid at a temperature under the boiling point

16. Malt machine
17. Sanitation
18. Drink dispenser
19. Display

2. Complete the following list of statements concerning ways to deal with guests.

a. Greet each guest with a ______________ and a pleasant comment

b. Know the ______________ for the day and be ready to offer suggestions to the guest

c. Ask the ______________ how the food should be cooked and served

d. Answer any questions the guest may ask about the ____________ or ________ ________________

e. Be ______________ when talking to the guest

f. Be tactful in handling ______________________________

g. Be available to the guest ______________________________________

h. Assist ____________ guests and guests with small children or lots of packages, as needed

i. Always use your best ______________________

3. Select true statements concerning opening duties of a counter worker by placing an "X" in the appropriate blanks.

______a. Make sure the counter is neat and orderly

______b. Place dirty silverware in the canisters or trays

______c. Always roll silverware in napkins

______d. Fill napkin holders, sugar containers, and salt and pepper shakers

______e. Fill the cold table with crushed ice

______f. Keep dishes in rows at some serving areas

______g. Prepare menu boards with listings of foods available and their prices

4. Complete the following list of statements concerning tips for good counter service.

a. Greet the guest with ______________ and a smile

b. Take the guest's order and when completed, ______________ to prevent an error

c. If a drink or side order was not ordered, offer ________________________ to the guest

d. Place the order with the kitchen either verbally in a manner in which it can be clearly understood or on a written order in a ________________ manner

e. Package the order carefully, double checking it for accuracy before __________

____________________________________________

f. ____________________________________ guest for the order

5. List three general rules concerning portioning food.

a. ____________________________________________________________

____________________________________________________________

b. ____________________________________________________________

____________________________________________________________

c. ____________________________________________________________

____________________________________________________________

6. Complete the following list of procedures for portioning french fries and onion rings.

a. ____________________________________________________________

b. In a forward motion, scoop up the french fries

c. ____________________________________________________________

d. Slip the scoop out

e. ____________________________________________________________

7. Select true statements concerning methods of portioning desserts by placing an "X" in the appropriate blanks.

_____a. Use a ladle for portioning soft desserts such as ice cream

_____b. When portioning soft desserts, start dipping from the side of large containers

_____c. Use a spatula to cut and portion cakes and pies

_____d. Use a ladle only to portion canned fruit

_____e. Use one spoon to dip the whipped cream from the container and one to push the cream from the spoon when adding cream to the top of desserts

8. Select true statements concerning general rules for packaging carryout orders by placing an "X" in the appropriate blanks.

   _____a. Select proper container size and kind to retain shape and neat appearance of food item

   _____b. Open a bag by placing hand inside the bag and straightening the bag bottom

   _____c. Arrange more than two objects in a bag by placing two on the bottom to secure balance

   _____d. Place boxed items first such as sandwiches, then fragile items last such as french fries

   _____e. Bag all cold and hot items together

9. Complete the following list of statements concerning ways to maintain sanitary conditions.

   a. Keep counter surfaces ______________________________

   b. Place your fingers ______________________________ the plate, not inside the plate

   c. Handle the glasses by the ______________________________, not the rim

   d. Handle silverware by the ______________________________ only

   e. Use ______________________________ to handle food, not your hands

   f. Do not serve food if you have an ______________________________

   g. Wash your hands ______________________________

   h. Use a tissue when you sneeze or cough, then ______________________________

   i. Do not eat or ______________________________ in the food serving area

10. Select true statements concerning closing responsibilities of a counter service worker by placing an "X" in the appropriate blanks.

   _____a. Remove all foods from the counter at the end of the day and discard

   _____b. Pour out unsold drinks in glasses or cups

   _____c. Place bread in storage

   _____d. Clean tray rails on top only

   _____e. Clean all corners and cracks where food builds up on the counter equipment

   _____f. Clean some containers which hold food on the counter

11. Demonstrate the ability to:

    a. Fold and stack napkins.

    b. Wrap and stack flatware.

    c. Prepare and evaluate coffee.

    d. Prepare and evaluate iced tea.

    e. Prepare a soft drink.

    f. Prepare a milk shake.

    (NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## CASHIERING
## UNIT XIII

NAME ______________________________

## TEST

1. Match terms on the right with their correct definitions.

______a. Check given by the guest to pay for meal

______b. Makes change automatically when the proper keys are pushed

______c. To handle by an artful or unfair method to deceive

______d. Value or size of a piece of money

______e. A certain percent of the total bill

______f. A business deal in which satisfactory exchanges are made

______g. Being thoughtful and courteous of others' feelings in handling various situations

______h. Money made by an individual but not approved by the U.S. government

______i. To total cash on hand and amounts on sales receipts at the end of the day and have both totals reflect the same amount

______j. Figure a check or amount

______k. A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services

______l. A person who is an expert in cheating the cashier by confusion and distraction

______m. Amount of money put in the cash register at the start of the day or shift

______n. A card allowing a guest to charge or delay payment on purchases made

______o. Numbers on bills which identify them

1. Balance
2. Compute
3. Sales tax
4. Tactful
5. Denomination
6. Personal check
7. Manipulate
8. Traveler's check
9. Credit card
10. Change maker
11. Counterfeit bill
12. Change bank
13. Serial numbers
14. Shortchange artist
15. Transaction

2. Select true statements concerning proper work attitudes by placing an "X" in the appropriate blanks.

_____a. Be courteous and considerate

_____b. Show deceit in dealing with the guest and employers

_____c. Be tactful and thoughtful when speaking to guests

_____d. Be pleasant unless the guest is unpleasant

_____e. Learn to mix speed and accuracy on the job

_____f. Show pride in your work

3. Complete the following list of statements concerning proper appearance for a cashier.

a. ______________________________

b. Keep fingernails well-manicured

c. Avoid flashy clothing, jewelry, or nail polish

d. ______________________________

e. ______________________________

f. Use good posture instead of looking tired and droopy

4. Circle the words which best complete the following statements concerning duties and responsibilities of a cashier.

a. Checks the waiters'/waitresses' tickets for (neatness, errors)

b. Makes change, (approves, cashes) checks, and issues receipts or tickets to guest

c. Obtains proper verification of checks and credit cards according to (house, personal) policy

d. Reads and records totals shown on cash register tape and verifies against (cash, tickets) on hand

e. May be required to know (prices, recipes) and features of menu

5. Select true statements concerning ways to handle guest complaints by placing an "X" in the appropriate blanks.

_____a. Flatter the guest

_____b. Apologize for any inconvenience

_____c. Do not argue

_____d. Thank the guest for bringing the matter to your attention

_____e. Ignore the guest when you think you cannot handle the situation

6. Complete the following list of steps in using a tax table.
   a. Total the guest's bill
   b. Find this amount on the tax table
   c. ______________________________________________

   ______________________________________________

7. List four commonly used credit cards.
   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________

8. Complete the following list of statements concerning characteristics of a check.
   a. Check should be written in ____________________
   b. Check should be properly ____________________
   c. Address and ____________________ of guest should appear on check
   d. ____________________ of check should be clearly written in numbers and words

9. Select true statements concerning general rules for cashing checks by placing an "X" in the appropriate blanks.
   ______a. Be familiar with restaurant policy
   ______b. Demand proper identification
   ______c. Do not accept checks marked **"For deposit only"**
   ______d. It is all right to accept checks with the company name typed rather than printed on the front
   ______e. Initial any corrections that are made on the check

10. Match common denominations on the right with their correct pictures.
   ______a. Hamilton
   ______b. Grant
   ______c. Washington
   ______d. Jackson
   ______e. Lincoln
   ______f. Franklin
   ______g. Jefferson

   1. $5
   2. $1
   3. $20
   4. $2
   5. $100
   6. $50
   7. $10

11. Complete the following list of ways to detect counterfeit bills.

    a. ____________________ on portraits may blend into the background

    b. ____________________ around the colored seal may not be clear and sharp

    c. Crisscross lines on the ____________________ are often not clear and distinct

    d. Serial numbers may be out of line, ____________________ or printed too light or dark

    e. The ____________________ of a bill may be too light or dark

    f. Bills will often appear to be too clean, ____________________ or thick

12. Complete the following list of statements concerning common practices of a shortchange artist.

    a. Cheats cashier by using ____________________ or ____________________

    b. Interrupts the cashier while making change and asks for change in a ____________________

    c. ____________________ the cashier and also may want to purchase something from the display counter

13. Select true statements concerning ways to avoid the shortchange artist by placing an "X" in the appropriate blanks.

    _____a. Ask a guest to wait and then finish the transaction to avoid being confused and distracted

    _____b. Have the guest's money in your hand before giving any change even if the guest asks for change several times

    _____c. Never call out loud the denomination of the bill the guest hands you

    _____d. Leave the cash drawer open and contact the counter attendant if total confusion occurs

14. List two methods of money manipulation.

    a. ____________________

    b. ____________________

15. Complete the following list of ways to prevent money manipulation.

    a. Examine ____________________ of a bill

    b. Look for ____________________

    c. Do not place money in the cash drawer until the guest has indicated ____________________ was received

    d. Place any ____________________ under the cash drawer tray

16. Demonstrate the ability to:

    a. Count change.

    b. Balance a cash box or cash register.

    c. Take cash.

    d. Process a credit card sale.

    (NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

# FRY STATION
# UNIT VIII

NAME ________________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. To cook in a pot containing enough fat to cover food

_____b. A pourable mixture of combined ingredients such as flour, sugar, eggs, and shortening

_____c. Length of time fat or oil continues to produce high quality fried foods

_____d. Amount of fat absorbed by food which results in the need to add fresh fat

_____e. The temperature at which fat begins to break down, indicated by smoking

_____f. To coat foods with bread crumbs, cracker crumbs, or other suitable products before cooking

_____g. To plunge into a liquid or dry ingredient until covered and then to remove quickly

_____h. The deterioration of fats and oils due to temperature, time, and contamination by foods

_____i. Egg yolk diluted with water or milk which may be applied to the surface of an uncooked product to aid in the adhesion of flour or breading

_____j. Temperature at which fat or oil may burst into flames if reached or exceeded

1. Fry life
2. Batter
3. Dip
4. Bread
5. Smoke point
6. Deep fat fry
7. Fat turnover
8. Wash
9. Flash point
10. Break down

2. Select true statements concerning duties of a fry station worker by placing an "X" in the appropriate blanks.

_____a. Performs initial processes in preparation of certain food items such as portioning, breading, or mixing batter

_____b. Prepares products as ordered

_____c. Maintains proper temperature in room

_____d. Keeps fat in fryer clean and free of food particles

_____e. Assists others as mood allows

3. Complete the following list of common deep fried food items.
   a. Meats, seafood
      1) ____________________
      2) Breaded veal or pork cutlets
      3) Breaded shrimp, fish filets, or ____________________
      4) Croquettes
   b. Vegetables
      1) Onion rings
      2) ____________________
      3) Okra
      4) ____________________
      5) Squash
   c. Dessert items
      1) ____________________
      2) Specialty pastries

4. Circle the words which best complete the following statements concerning operating a deep fat fryer.

   (NOTE: There may be more than one correct answer.)

   a. Turn the fryer on and set the temperature control at (300°F, 325°F)
   b. Select the proper temperature for foods to be (fried, breaded)
   c. Remove excess (moisture, breading) from food before placing in fryer
   d. Drain and remove the food items to an (open, closed) holding container or to a serving dish
   e. Drain off excess moisture from foods that have been soaking in water before (breading, frying)

5. Select from the following list types of frying mediums by placing an "X" in the appropriate blanks.

   _____a. Lard

   _____b. Rendered beef fats

   _____c. Vegetable shortenings

   _____d. Olive oil

   _____e. Vegetable oils

6. List two good qualities of frying mediums.

   a. ______________________________________________

   ______________________________________________

   b. ______________________________________________

   ______________________________________________

7. Complete the following list of statements concerning care of frying mediums.

   a. Place oil in a ________________ frying unit

   b. Heat the oil ________________

   c. The level must be kept between the ______________ and full marks

   d. Drain and filter the oil ________________

   e. Dark and strong-smelling oils will not ______________ a constant frying temperature

   f. Do not ______________ food before or during frying

8. Circle the words which best complete the following statements concerning cooking advantages of deep fat frying.

   a. Add color and (variety, nutritional value) to the menu

   b. Flavor is popular with the (cook, guest)

   c. Process is suitable to (low, high) cost food items

   d. Actual cooking time is (average, short)

9. Complete the following chart on problems, causes, and corrections in deep fat frying.

| Problem | Causes | Corrections |
|---|---|---|
| a.________________ | 1. Temperatures too high<br>2. Failure to strain fat frequently<br>3. Old fat | Use lower temperature; strain fat and store in cool place after use; set up filtering schedule; check fat turnover |
| Fat bubbles over | 1. Too much fat in kettle<br>2. b.________________<br>3. Excessive moisture | Check fill of deep add smaller quantities to be fried in basket; drain batter-dipped or egg-and-crumbed foods; dry potatoes thoroughly |
| Foods not crisp | 1. c.________________<br>2. Not cooked enough | Use proper temperature for frying; use frying thermometer to check temperature |
| d.________________ | 1. Old fat or deteriorated fat<br>2. Wrong fat for frying | Keep used fat in cool place; select proper type of frying fat; strain after use; if too many strongly flavored foods must be fried in fat, discard after use |
| Excessive foaming | 1. Failure to strain fat<br>2. Deteriorated fat<br>3. e.________________<br>4. Too much egg and crumb or batter<br>5. Frying temperature too low | Strain fat before storing in cool place; do not take foods direct from refrigerator to kettle; drain batter-dipped or egg-and-crumbed foods; use correct temperature for frying; use thermometer to check temperature; discard deteriorated fat |

10. Select true statements concerning purposes of breading by placing an "X" in the appropriate blanks.

______a. Breading keeps food drier, therefore better tasting

______b. Breading adds nutritional values to food

______c. Breading gives a better look to fried foods

______d. Breading does not permit the refrying of leftover cooked foods

______e. Breading uses up leftover bread

11. Arrange in order the following procedures for breading food items by numbering from one to eight.

    ______a. Place in crumbs or breading agent and cover well

    ______b. Remove and shake off excess flour

    ______c. Press breading gently but firmly to food for strong adhesion, and cover again with crumbs

    ______d. Place food items in flour, coating well

    ______e. Immerse in wash, wetting well so that no dry or floured areas are visible

    ______f. Remove from crumbs and shake off excess breading

    ______g. Remove from wash with as little handling as possible

    ______h. Drain or gently shake off excessive wash

12. Complete the following list of factors concerning batter dipped foods.

    a. Batter is another coating used on food items which are ____________________

    b. Food dipped in batter must be fried ____________________

    c. Batter may be varied in ____________________ depending on liquids, ingredients, and seasonings used

    d. Batter dipped foods must be submerged ____________________ of the way into the fat and held for 10 to 15 seconds to allow the batter to develop a crust; the food is then dropped all the way into the fat for cooking

    e. Batter differs from breading in ____________________, texture, and taste

13. Circle the words which best complete the following statements concerning safety rules for deep fat frying.

    a. Wear proper clothing, such as a (short, long) sleeved shirt and a full length apron

    b. Know the flash point of fat and keep the temperature well (below, above) that point

    c. Keep fryer at (275°, 300°)F when not in use for short periods

    d. (Dry, Moisten) food before cooking

    e. Immerse foods (slowly, quickly); avoid sudden splashing

14. Complete the following list of standards of quality for deep fried foods.

    a. Appearance--____________________; have uniform color and shape

    b. Flavor--Fresh, not ____________________; maintain true flavor of food

c. Texture--_________________; if batter or breading is present, it should be evenly distributed

d. ___________________________________--Hot foods should be served hot

e. Consistency--_________________ but tender; light in weight

15. Demonstrate the ability to:

a. Complete a list of dos and don'ts for deep fat frying.

b. Prepare and evaluate french fried potatoes.

c. Prepare and evaluate onion rings.

d. Prepare and evaluate fritters.

e. Prepare and evaluate a Monte Cristo sandwich.

f. Prepare and evaluate deep fat fried chicken.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## DINING ROOM PROCEDURES
## UNIT V

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. An individual who is in charge of a group of guests and who generally pays the check

_____b. A tool the waiter/waitress uses to write down and place the food order

_____c. Technique used by waiter/waitress to order food by checking selection on a preprinted form

_____d. Method of ordering where the guests write their own selections on a check

_____e. Method of ordering where the waiter/ waitress writes the guest selection on a check

_____f. A major segment of the meal

_____g. Tray system used in serving small food items

_____h. Tray system used in serving large food items or many smaller items

1. Checklist system
2. Small method
3. Waiter/waitress-written order
4. Large method
5. Course
6. Order pad
7. Guest-written order
8. Host

2. Circle the words which best complete the following statements concerning basic rules for table service.

a. Place salad to the (left, right) of the fork unless served separately and then place it directly in front of the guest

b. Place cup and saucer to the (right, left) and slightly below the water glass

c. (Do, Do not) remove cups and glasses from table when refilling them

d. Serve butter, cheese, and cut lemon with a (fork, knife) or tongs, NEVER with fingers

e. Remove soiled dishes when (everyone, first person) at the table has finished

f. Empty ashtrays (continuously, occasionally)

g. Use the left hand to place and remove dishes when working at the (left, right) side of the guest and the right hand when working at the right side of the guest

h. Place each dish on the table with (fingers, tray) under the dish and the thumb on the upper edge

i. (Never, Always) reach in front of the guest or across one person to serve another

j. (Do, Do not) place soiled, chipped, or cracked glassware and china or bent or tarnished silverware before the guest

3. Select true statements concerning the proper way to greet and seat guests by placing an "X" in the appropriate blanks.

_____a. Host/hostess should approach guests with appropriate greeting

_____b. Dining room attendant should inquire if guests have reservation and how many are in the party

_____c. Seat well-dressed people in conspicuous places

_____d. Balance the dining room so as not to overburden the kitchen

_____e. Seat parties of more than two at smaller tables

_____f. Offer the best seat (facing the dining room or best view) to the host in a party of two or the eldest man in a larger party

_____g. At wall or booth tables, pull the tables out so guest can slide in easily

_____h. Assist guests with their coats, brief cases, or other items which may block aisles

_____i. Present the menu when all are greeted

4. Complete the following list of factors to consider when taking the order.

a. Approach the guest with appropriate ____________________

b. Address the host on the ____________________ if a host is apparent

c. If host does not order for the group, approach guest on the right of the host or a ____________________ member of the group

d. Have a system for noting the ____________________

e. From the reference person, proceed taking orders ____________________ around the table

f. Write ____________________ and systematically for your own benefit and that of the kitchen staff

g. Use common ______________________________

h. Collect the ______________ from each guest after you take their order

5. List three methods of taking the order.

a. ______________________________

b. ______________________________

c. ______________________________

6. Select true statements concerning time factors to consider when placing the order by placing an "X" in the appropriate blanks.

______a. Know when to serve each course and how long it takes to eat it

______b. When food is cooked to order, estimate time to return to pick food up

______c. In a small operation, the cook prepares the meal in various stages

______d. While the order is being filled, take a break

______e. Dessert orders should be submitted and picked up immediately after the main course

7. Match the methods of placing the order on the right with their correct characteristics.

(NOTE: Methods may be used more than once.)

______a. Placed over the counter

______b. Used only in operations with large kitchen facilities

______c. Most common method of placing an order

______d. Parts of order are rewritten by waiter/ waitress on individual sheets for separate kitchen units

______e. Copy of check is attached to a spindle in kitchen

1. Oral communication
2. Check system
3. Separate orders

8. Circle the words which best complete the following statements concerning how to lift and carry a tray.

   a. Lift with legs, not your (arms, back)

   b. Lift by straightening your knees and move tray into place with (back, shoulder) and hand

   c. When using the small tray method, carry waist high with (left, right) upper arm close to body

   d. When using the large tray method, carry tray above (waist, shoulders)

   e. All items should be removed or served with (left, right) hand

9. Complete the following list of factors to consider when serving food.

   a. Serve the courses in traditional order

      1) Appetizer

      2) ______________________________

      3) Salad

      4) Entree

      5) ______________________________

      6) Coffee

   b. Serve and clear from the correct direction

      1) Serve all foods from the left and ______________________________ from the right

      2) ______________________________ from the right

      3) Make sure the guest knows you are about to set down or ________________ a plate

   c. Serve food efficiently

      1) Never return to the ______________________________ empty handed

      2) Use tray stands

      3) ____________________________ your order

d. Maintain food quality

   1) Serve hot foods hot and cold foods cold

   2) Pick up and serve foods in the order that will maintain their correct

   ______________________________

e. Be ______________________________ to guests

   1) Allow a little delay between courses; then eye the guest for additional attention

   2) Guest will indicate needs by a look, gesture, or remark

   3) Special attention should be given after the entree has been served

10. Select true statements concerning factors to consider when presenting the check by placing an "X" in the appropriate blanks.

_____a. In a formal service, the check is presented to the guest at the end of the meal entree

_____b. Promptness in presenting the check is essential

_____c. Be prepared to answer questions about the check

_____d. It is not necessary to check addition and figure sales tax

_____e. In an informal service, checks are presented face down if the guest is expected to pay upon leaving

_____f. Checks do not need to be clean and easy to read

11. Demonstrate the ability to:

   a. Complete a diagram on serving and clearing.

   b. Greet and seat guests.

   c. Serve guests.

   d. Write and add a ticket.

   e. Load and handle a tray.

   (NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## SIDEWORK
## UNIT VI

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

______a. A cabinet or set of shelves used to keep supplies

______b. A particular arrangement of a selection of plates, silver, glasses, and napkins

______c. Work done by waiter/waitress or dining room attendant other than serving

______d. A cloth that is placed between the table top and the tablecloth to prevent noise

______e. A section of the dining room which is assigned to a waiter or waitress

______f. Spices or flavorings which enhance the flavor of a prepared food

______g. Condiments, decorative garnishes, and foods that complement the entree

______h. The center of the tablecloth

______i. The act of removing used serviceware

______j. Gathering up crumbs or other loose matter from the table with a napkin or brush

______k. A group of items placed in the center of the table

1. Cover
2. Centerfold
3. Center items
4. Bussing
5. Sidestand
6. Sidework
7. Meal accompaniments
8. Station
9. Condiments
10. Silencer
11. Crumbing

2. Select true statements concerning opening duties in the dining room by placing an "X" in the appropriate blanks.

______a. Adjust lights and turn on necessary electrical or gas appliances

______b. See that ashtrays are cleaned but do not leave matches out where they are available to guest

______c. Check menus to see if there is any good food listed

______d. See that "specials" are clipped on menus

______e. Fold napkins

_____f. Wash but do not fill sugar bowls

_____g. Bring out necessary food items

_____h. Dust and properly arrange chairs

3. Arrange in order the steps in preparing a table by sequencing from one to eight.

_____a. Set condiments, candles, and ashtray on table

_____b. Place silencer on table if one is used

_____c. Check to see that glasses and cups should be inverted until the time of service

_____d. Clean table with mild detergent and warm water

_____e. Check to see that all centerpieces are fresh and clean

_____f. Set a cover at each place setting

_____g. Carry dinnerware, glassware, flatware, and napkins to the table

_____h. Place tablecloth or place mats on table

4. List eight common items found in a sidestand.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

5. Complete the following list of statements concerning reasons for studying the menu.

a. ______________________________

b. Builds a good image of the operation

c. Helps worker answer guest questions

d. ______________________________

e. ______________________________

6. Select true statements concerning items of information needed to answer questions about food preparation by placing an "X" in the appropriate blanks.

   a. Methods of preparation

      _____1) Baked means to cook by dry, continuous heat in an oven

      _____2) When an item is broiled, it is cooked under a direct source of heat

      _____3) A roasted item has been cooked covered, with some water added, usually in an oven

      _____4) Steamed means to cook in steam with or without pressure

   b. Preparation time

      _____1) Affected by actual cooking time

      _____2) Depends on the mood the cook is in

      _____3) Can best be learned by on-the-job experience

      _____4) Depends on the number of orders already placed

7. Circle the words which best complete the following statements concerning bussing procedures.

   a. Bussing should be done as (slowly, rapidly) and as quietly as possible

   b. Cover bus tub or tray containing soiled dishes with a (clean, soiled) napkin or side towel when left in the dining area

   c. Place dishes and glasses in separate bus tubs to prevent (spills, breakage)

   d. Crumb tables into a napkin or (glass, pan) and wipe down

   e. Clear table (completely, partially) and wipe down as needed

   f. Reset table properly for type of (food, service)

   g. (Always, If possible) handle the glasses, china, and flatware in such a way that food or mouth contact surfaces are not touched

8. Complete the following list of statements concerning closing duties in the dining room.

   a. Leave your station, sidestand, and kitchen clean and ____________________

   b. Collect all ashtrays and empty into a ________________ container

c. Remove and ____________________ salt, pepper, and sugar

d. Take all condiments and meal accompaniments to the ____________________ as appropriate

e. ____________________ and butter dishes should be emptied out into large containers

f. Strip the tables of their tablecloths or ____________________

g. Assemble all the serviceware for use the next morning

h. Empty and clean ____________________ equipment

i. Return all used food to ____________________

j. ____________________ lights and all equipment

9. Demonstrate the ability to:

   a. Fold a napkin by the crown fold method.

   b. Fold a napkin by the standard rectangular method.

   c. Fold a napkin by the tent fold method.

   d. Change a tablecloth.

   e. Prepare and evaluate coffee.

   f. Prepare and evaluate iced tea.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

# TABLE SETTINGS
## UNIT III

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. Knives, forks, and spoons, regardless of style or usage

_____b. Service items of depth or volume including platters, trays, and stands

_____c. Appetizer usually eaten with the fingers

_____d. Arrangement of china, silverware, napkin, and glassware at each place setting

_____e. Plates of all sizes including dishes, cups, saucers, and underliners

_____f. Part of the table setting used to cover a table before places are set or to serve as a lap cover for guest

_____g. Glass decanters, pitchers, and all drinking vessels used at table or bar

_____h. Extra part of dinnerware placed under service pieces

1. Glassware
2. Dinnerware
3. Hors d'oeuvre
4. Cover
5. Flatware
6. Holloware
7. Underliner
8. Linen

2. Distinguish between different parts of the cover by placing a "D" for dinnerware, "G" for glassware, "F" for flatware, and "L" for linen to the left of each part.

_____a. Teaspoon

_____b. Dinner knife

_____c. Juice glass

_____d. Soup bowl

_____e. Dinner plate

_____f. Dinner fork

_____g. Napkin

_____h. Water glass

_____i. Tablecloth

_____j. Cup

3. List six accessories for the table.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

4. Select true statements concerning the basic rules for setting a cover by placing an "X" in the appropriate blanks.

_____a. Knives and spoons are put on the left side of the cover

_____b. Knife should be placed with the cutting edge toward the plate

_____c. Forks are put on the left side of the cover

_____d. Flatware is placed in order of use starting from the outside with forks from left, and knives and spoons from the right

_____e. Napkin is placed to the right of the forks, under the forks, or in the center of the cover

_____f. Water glass is placed above the dinner fork

5. Identify the parts of the traditional American cover.

a. American breakfast and lunch cover

1) ____________________

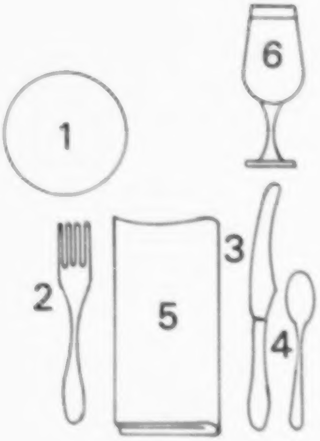
2) ____________________

3) ____________________

4) ____________________

5) ____________________

6) ____________________



b. American dinner cover

1) ________________________

2) ________________________

3) ________________________

4) ________________________

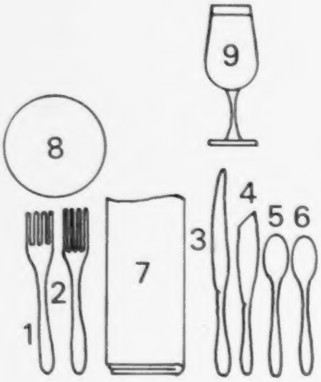
5) ________________________

6) ________________________

7) ________________________

8) ________________________

9) ________________________



6. Complete the following list of parts of the traditional formal cover.

a. Hors d'oeuvre plate

b. ________________________

c. ________________________

d. ________________________

e. Soup spoon

f. Bread and butter plate

g. Butter spreader

h. ________________________

i. ________________________

j. Water glass

7. Select common types of restaurant covers by placing an "X" in the appropriate blanks.

_____a. Basic cafeteria

_____b. Complete luncheon

_____c. Dinner with salad

_____d. Beverage

_____e. Dessert

_____f. Entree served with side dish

_____g. Dinner with appetizer

8. Demonstrate the ability to:

   a. Set a basic restaurant cover.

   b. Set a complete breakfast cover.

   c. Set a complete luncheon cover.

   d. Set a complete dinner cover.

   e. Set a dinner appetizer cover.

   (NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

# USING A RECIPE
# UNIT IV

## TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Number of servings to be expected from a recipe

______b. Directions for preparing a food

______c. Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

______d. Food item required for a specific task, job, or recipe

1. Ingredient
2. Yield
3. Recipe
4. Standard or tested recipe

2. Match mixing techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. Definitions are continued on the next page.

______a. Cut fat into dry ingredients until mixture is in very small pieces

______b. Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

______c. Mix several ingredients so that they are well combined but not beaten

______d. Soften and blend until smooth and light by mixing with a spoon or electric mixer

______e. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

______f. Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

1. Fold in
2. Beat
3. Blend or combine
4. Cream
5. Cut in
6. Knead
7. Sift
8. Stir
9. Whip

______g. Mix ingredients with circular motion

______h. Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

______i. Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand

3. Match cutting techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Cut in long thin strips, approximately 6 mm (1/4 in) thick

______b. Rub food, such as lemon or orange peel, against grater to obtain fine particles

______c. Cut in long, thin pieces, smaller than 6 mm (1/4 in)

_____d. Cut by putting food through a food chopper or grinder

______e. Tear or cut into thin pieces or strips

______f. Trim away, usually with paring knife or vegetable peeler, a thin outside skin or covering

______g. Cut into very small pieces, 6 mm (1/4 in) or less

______h. Cut into very small pieces about 6 mm (1/4 in) in size

______i. Strip away, usually by hand, outside skin or covering

______j. Cut into small irregularly shaped pieces

______k. Divide foods into smaller pieces with a knife or with scissors

______l. Cut into small pieces about 12.5 mm (1/2 in) in size

1. Chop
2. Cube
3. Cut
4. Dice
5. Grate
6. Grind
7. Mince
8. Pare
9. Shred
10. Sliver
11. Julienne
12. Peel

4. Match cooking techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

______b. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

______c. Spoon drippings or other liquid over food while cooking

______d. Cook in hot fat

______e. Lower the temperature of food below 0°C or 32°F

______f. Coat the surface with substance such as flour, milk, meal, or bread crumbs

______g. Pour off liquid

______h. Cook in fat which completely covers the food

______i. Place food in refrigerator until cold

______j. Make the surface of the food brown in color by frying, broiling, toasting, or baking

______k. Cook under direct heat or over coals

______l. Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)

______m. Add decorative touches to foods/meals

______n. Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

______o. Cook over steam rising from boiling water

______p. Cook in liquid just below boiling point (90°-95°C or 185°-210°F)

1. Bake
2. Baste
3. Barbecue
4. Simmer
5. Broil
6. Brown
7. Chill
8. Steam
9. Drain
10. Dredge
11. Freeze
12. Fry
13. Garnish
14. Scald
15. Boil
16. Deep-fat fry

| | | | |
|---|---|---|---|
| _____q. | Cover with boiling water and let stand without additional heating until flavor and color is extracted, as for tea | 17. | Roast |
| | | 18. | Sauté |
| _____r. | Boil in water until partially cooked | 19. | Parboil |
| _____s. | Cook gently in hot liquid below the boiling point | 20. | Preheat |
| _____t. | Heat a pan, broiler, or oven to desired temperature before cooking the food | 21. | Poach |
| | | 22. | Steep |
| _____u. | Cook by dry heat, uncovered in oven | 23. | Stew |
| _____v. | Cook over direct heat uncovered in small amount of fat, butter, or oil | 24. | Toast |
| _____w. | Cook long and slowly in liquid | | |
| _____x. | Brown by direct heat in toaster or in oven | | |

5. Write the recipe abbreviations used for weights, measures, time, and oven temperatures listed below.

a. Ounce ______________________

b. Pound ______________________

c. Moderate oven _______________

d. Degrees Fahrenheit ___________

e. Few grains _________________

f. Speck ______________________

g. Teaspoon ___________________

h. Degrees Celsius _____________

i. Second _____________________

j. Hour _______________________

k. Minute ______________

l. Tablespoon ___________

m. Gram ________________

n. Gallon _______________

o. Kilogram _____________

p. Quart ________________

q. Pint _________________

r. Cup _________________

s. Milliliter ____________

t. Liter _______________

6. Match oven temperatures on the right to the oven dial settings on the left by placing the correct numbers in the blanks.

| | | | |
|---|---|---|---|
| _____a. | 200-220°C or 400-425°F | 1. | Very hot |
| _____b. | 120-135°C or 250-275°F | 2. | Low or slow |
| _____c. | 230-245°C or 450-475°F | 3. | Hot or quick |
| _____d. | 175-190°C or 350-375°F | 4. | Moderate |
| _____e. | 150-165°C or 300-325°F | 5. | Very slow |

7. Match common household measures on the right to the equivalents on the left by placing the appropriate numbers in the blanks provided. An answer may be used more than once and a blank may have more than one answer.

_____a. 250 mL

_____b. 5 mL

_____c. 0.6 mL

_____d. Less than 1/8 t or 0.6 mL

_____e. 1.25 mL

_____f. 3 t

_____g. 1 kg

_____h. 2.5 mL

_____i. 15 mL

_____j. 2 c

_____k. 16 T

_____l. 8 fl oz

_____m. 25 mL

_____n. 2 fl oz

_____o. 500 mL

_____p. 2 pt

_____q. 4 qt

_____r. 16 oz

_____s. 28.3 g

_____t. 1 000 mL

1. 1/8 t
2. 1/4 t
3. 1/2 t
4. 1 t
5. 1 T
6. Typical coffee measure
7. 1 c
8. 1 pt
9. 1 qt
10. 1 gal
11. 1 oz
12. 1 lb
13. 35.2 oz or 2.2 lb
14. spk
15. fg
16. pinch

8. Arrange in order the steps for successful recipe use. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Complete preparation of ingredients, such as chopping nuts or melting chocolate ______b. Bake or cook as directed for perfect results

______c. Read recipe carefully

______d. Set oven at desired temperature so that it can be preheated to proper temperature

______e. Measure exactly

______f. Get your ingredients together to be sure you have them all

______g. Collect utensils; gather together all you will need

______h. Mix carefully, following every direction exactly

9. Evaluate recipes.

10. Make a time-work plan.

11. Convert the following recipes to accommodate the necessary yield changes. Show your arithmetic.

a. Decrease to six servings

BAKED HAMBURGERS

2 lbs ground beef
1/4 c chopped onion
1 c soft bread crumbs
1/2 c milk
2 t salt
1/4 t pepper

Yield: 10-12 servings

b. Increase to twenty-four servings

WHOLE WHEAT MUFFINS

1 egg
250 mL milk
62.5 mL vegetable oil or melted shortening
250 mL flour
250 mL whole wheat flour
62.5 mL sugar
15 mL baking powder
5 mL salt

Yield: 12 servings

12. Use a recipe.

(NOTE: If activities nine, ten, and twelve have not been accomplished prior to the test, ask your instructor when they should be completed.)

## SALADS, FRUITS AND SALAD DRESSINGS
## UNIT VIII

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. To cut into random pieces with a sharp knife

_____b. To divide lettuce or other salad greens into pieces

_____c. To place in the refrigerator until cooled to temperatures between 30° to 42°F

_____d. To dip into boiling water, making the skins of fruit and nut meats easy to remove or to precook

_____e. To remove the seeds and core of an apple

_____f. To cut into pieces of uniform size and shape

_____g. To cut into small cubes, usually less than 1/2 inch

_____h. To divide food into small pieces

_____i. A product that when added to an emulsion will keep the oil in permanent suspension; prevents separation

_____j. A mixture in which oil particles are held in suspension in their associated liquids

_____k. To add a decoration (edible) to a food to make it more attractive; may add nutritional value to salads

_____l. To form tiny flakes by rubbing food with pressure against a grater

_____m. To remove the stem and cap from; also, to remove husks and silk from corn

_____n. To cut or chop into very small pieces

_____o. To let food stand in a mixture, such as an oil mixture like French dressing

_____p. To cut foods, such as potatoes, cheese, meats, and carrots into thin strips

1. Cut
2. Pit
3. Unmold
4. Chill
5. Marinate
6. Temporary emulsion
7. Emulsifying agent
8. Scrape
9. Salad
10. Blanch
11. Mince
12. Toss
13. Chop
14. Peel
15. Rusting
16. Cube

_____q. To cut off the outside covering with the aid of a knife

_____r. To strip off the outside covering without using a knife

_____s. To remove the stone (pit) or seeds from fruit

_____t. The formation of brown spots on salad greens due to improper handling and storage

_____u. Any cold dish of meat, poultry, fish, fruit, dairy product, or vegetable, served singly or in combination, usually with some form of dressing

_____v. To remove the skin by rubbing it with the sharp edge of a knife

_____w. To cut into narrow strips with a knife or shredder

_____x. To cut across in flat pieces

_____y. Zesty flavor

_____z. To separate salad greens into pieces

_____aa. Emulsion that separates soon after mixing

_____bb. To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables

_____cc. To loosen and remove from a container

_____dd. Leafy parts of plants which may be used alone or in a combination to form a green salad

17. Shred
18. Emulsion
19. Break
20. Julienne
21. Tear
22. Dice
23. Slice
24. Salad greens
25. Hull
26. Core
27. Piquant
28. Garnish
29. Grate
30. Pare

2. Match types of salads on the right with their characteristics.

_____ a. Food or drink generally served before a meal which stimulates the appetite; should be appealing and light in character

_____ b. Constitutes the whole meal and may be any reasonable combination of meat, poultry, fish, fruit, vegetable, dairy, gelatin, or macaroni products

_____ c. Usually sweet in character; composed of fruits, nuts, dairy products, and gelatin, and may be molded or frozen

_____ d. A side salad served with the dinner or as a separate course; a moderate portion that will offer contrast with the rest of the dinner

1. Main course salad
2. Appetizer
3. Dessert salad
4. Accompaniment

3. Match the basic parts of a salad on the right with their functions.

_____ a. Ingredients that constitute the salad itself; usually gives salad its name

_____ b. Adds flavor and taste appeal; should bear a direct relationship to the salad

_____ c. Designed to give contrast and eye appeal to the salad but not to be so elaborate as to detract from the body; flavor and texture should also be related to the salad

_____ d. Keeps salad from looking bare and adds contrast in color and texture

1. Body
2. Garnish
3. Base
4. Dressing

4. Select true statements concerning preparation and storage of greens and other salad ingredients by placing an "X" in the appropriate blanks.

_____ a. Wash only once in a large quantity of warm water, separating the leaves to remove all traces of dirt and pesticide

_____ b. Remove core from head of lettuce by smashing head on countertop

_____ c. Excessive handling of greens too far ahead of use results in rusting

_____ d. After careful washing, the greens should be drained well in a colander or wire salad basket

_____ e. Place greens uncovered in refrigerator _____f. Greens should be dry and crisp before serving

_____g. Greens in a mixed salad should be cut or torn into bite size pieces as a convenience to the guest

_____h. Watercress should be separated so that each stalk may be thoroughly washed in same manner as suggested for other greens

_____i. Parsley has better keeping qualities than watercress but loses its crispness if not stored properly

5. Circle the words which best complete the following statements concerning handling fruits and vegetables.

   a. Unripe fruits, melons, and tomatoes may be stored at room temperature until (ripened, thawed), then refrigerated

   b. Bananas should not be refrigerated since this tends to (darken, lighten) them without ripening

   c. To ripen tomatoes, place them in a dry, dark area out of the (sun, air)

   d. Melons give off a characteristic odor and should not be (stored, eaten) near butter or other products which may absorb their odor or flavor

   e. (Tomatoes, Melons) that have been cut will absorb odor and should not be stored near strong, flavored vegetables such as cabbage

   f. Canned fruits and vegetables should be of high quality and (bought, stored) by specification for size and count

   g. Canned goods should be stored in a cool, dry place and refrigerated (opened, unopened) overnight prior to serving

   h. Some fresh fruits and vegetables turn dark when cut and exposed to air; they may be sprinkled, brushed, or preferably marinated in liquids of acid content such as orange juice, grapefruit juice, lemon, lime, or pineapple juice or (sugared, salted) cold water

   i. All fruits should be (washed, soaked) prior to use to remove surface soil, insecticides, herbicides, and preservatives such as wax on apples

   j. Fruits are left whole or cut into (halves, pieces) suitable for use

   k. Raw fruits should be prepared as close to (purchase, serving) time as possible and returned to refrigerator until meal time

   l. Stainless steel knives, equipment, and utensils are best for fruit preparation as they do not stain or (bruise, discolor) foods

6. Select true statements concerning suggestions for making salads by placing an "X" in the appropriate blanks.

    _____a. Salad greens for individual salad are usually arranged with the stem end toward the center of the plate

    _____b. Salad dressing should be added with salad greens during preparation to prevent wilting

    _____c. Head lettuce salad is easier to eat if cut in fairly thick wedges, overlapping two or more thick wedges

    _____d. To make a salad most pleasing, combine the foods with contrasts in color, flavor, form, and texture

    _____e. A salad is more attractive if it is crisp and colorful

    _____f. Avoid a flat salad by arranging the dressing of the salad high in the center

    _____g. Cutting or shredding is usually preferable for firm vegetables

    _____h. Vegetables and fruits such as cauliflower and apples should be cut to permit ease of eating with a fork

    _____i. Salads such as meat or potato salads and vegetable slaws should have dressing added in time to allow blending of flavors

    _____j. The color of raw fruit should be changed

    _____k. Meats used in a salad should be ground

    _____l. Meat salads are improved by marinating

    _____m. Cheese adds only to the color of many salads

    _____n. When nuts are used in a salad, they should be whole

7. Complete the following list of factors which may affect gelatins.

    a. ______________________________________________

        1) Too much gelatin results in stiff, rubbery product

        2) Too little gelatin produces a soft, sloppy product

    b. Temperature of liquid

        1) Use only boiling liquid to ____________________ gelatin

        2) Remaining liquid should be cold and may be substituted with ice

    c. Sets more rapidly at ____________________ temperatures

    d. The ____________________ gelatin takes to set, the stiffer or more rubbery it becomes

e. ________________________ and some fruit acids inhibit the action of the gelatin

f. Some fruits, such as fresh pineapple, cannot be added to gelatin unless they have been ______________________________

g. Excess amounts of ___________________________ will inhibit gelatin action

h. Gelatin may be __________________________ to increase volume

  1) Volume increases

  2) Gelling action decreases

8. Select true statements concerning methods of serving salads by placing an "X" in the appropriate blanks.

_____a. When serving an individual salad, keep salad greens within margin of plate

_____b. A bowl salad is mixed in individual salads bowls

_____c. Combine green salad and dressing at the table, never before serving

_____d. Include strips of cheese or cold, cooked meats for a bowl salad which may be the main part of a meal

_____e. Molded salads should be served only as a large mold for a buffet

_____f. Prepare a molded salad one day in advance of serving

_____g. Combine meat, fish, or potato salad with appropriate dressing one day in advance to allow flavors to blend in refrigerator before serving

_____h. Shape is determined for a molded salad by the container salad is prepared in

9. List seven characteristics of a quality salad.

a. ____________________________________________________________________

b. ____________________________________________________________________

c. ____________________________________________________________________

d. ____________________________________________________________________

e. ____________________________________________________________________

f. ____________________________________________________________________

g. ____________________________________________________________________

10. Match basic types of salad dressings on the right with their characteristics.

______a. Requires refrigeration for prevention of food borne illnesses

______b. Requires cooking in double boiler

______c. Pours easily

______d. Serves as a base ingredient for many dressings

______e. Temporary emulsion of oil, acids, (usually vinegar), and seasonings

______f. Should be thickened to consistency of medium to thick white sauce

______g. Usually will not pour easily and must be spooned over products

1. French
2. Mayonnaise
3. Boiled

11. Complete the following lists of statements concerning factors to consider in the selection of salad dressings.

a. Should be suitable to salad in ________________________, consistency, color, and appearance

b. Should be of nutritional value and ________________________________

c. ______________________ of dressing should be sufficient to flavor entire salad

d. Salads of ______________________ flavor require mild seasoning

e. Salads of ______________________ character require more highly seasoned dressings

f. ______________________ dressings should be used only for fruits

g. Mayonnaise and its variations are used with ______________________ types of salads

h. Temporary emulsion dressings are quite versatile although most commonly used in ________________________________

i. Dressings may be served separately or mixed into salad ____________________ ______________________

12. Match the merchandising methods on the right with their characteristics.

    (NOTE: Some questions may have more than one answer.)

    _____ a. Skill displayed in use of utensils
    _____ b. Salads placed on line in attractive arrangement with other foods
    _____ c. Sneeze guards and other sanitary measures are required
    _____ d. Garnishes should not interfere with access to ingredients
    _____ e. Salad containers should be attractive, yet serviceable
    _____ f. Chilled plates should be made available
    _____ g. Portion control may be aided by type or size of plate used
    _____ h. Salads prepared individually
    _____ i. Salads prepared in advance

    1. Tableside salad service
    2. Buffet salads
    3. Salad bars
    4. Preplated

13. Arrange in order the procedures for preparing a salad bar by numbering from one to eight.

    _____ a. Place plates in plate cooler
    _____ b. Fill ice bin
    _____ c. Place salads on bar in attractive arrangements
    _____ d. Clean all surfaces on the salad bar
    _____ e. Place tongs or spoons in the bowls of salad
    _____ f. Check platter cooler for proper cooling, if applicable
    _____ g. Fill dressing containers
    _____ h. Place croutons in proper place

14. Complete the following list of ways to maintain a salad bar.

    a. Kee the bar wiped clean
    b. Keep ice clean and fresh
    c. ______________________________
    d. Keep dressing ladles clean
    e. ______________________________

15. Select true statements concerning steps in breaking down and cleaning up a salad bar by placing an "X" in the appropriate blanks.

    _____a. Remove dressing containers

    _____b. Move dressings to clean containers and refrigerate

    _____c. Remove cover, and refrigerate remaining salads in clean containers

    _____d. Leave ice in salad bar

    _____e. Do not drain or sponge up water left in the bar

    _____f. Wipe down the salad bar

16. Demonstrate the ability to:

    a. Identify salad greens and determine their availability in your area.

    b. Prepare and evaluate a basic French dressing.

    c. Prepare and evaluate an emulsified French dressing.

    d. Prepare and evaluate mayonnaise

    e. Prepare and evaluate mayonnaise base dressing (thousand island).

    f. Prepare and evaluate boiled dressing.

    g. Prepare and evaluate a mixed green salad (garden salad).

    h. Prepare and evaluate a bowl type salad (chef's salad).

    i. Prepare and evaluate a marinated vegetable salad (coleslaw).

    j. Prepare and evaluate a mixed fresh fruit and vegetable salad (blackstone salad).

    k. Prepare and evalaute a gelatin salad (jellied bing cherry salad).

    l. Prepare and evalaute a cooked ingredient salad (potato salad).

    m. Prepare and evaluate a frozen salad (frozen fruit salad).

    n. Prepare and evaluate a main course salad (chicken salad).

    (NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## SANDWICHES, HORS D'OEUVRES, AND GARNISHES
## UNIT IX

## TEST

NAME ______________________________

1. Match the terms on the right with their correct definitions.

______a. A tea sandwich with a base of rolled bread formed into a cone shape

______b. A deep-fat fried sandwich with a filling of turkey, ham, and cheese

______c. A sandwich with a bread layer on both top and bottom

______d. A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

______e. A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread

______f. A sandwich made with three slices of toast and two layers of filling

______g. A food, such as coleslaw or french fries, that is eaten along with a sandwich

______h. A type of tea sandwich that appears to be made of many small squares of alternating colors of bread

______i. A sandwich on one slice of bread

______j. Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick

______k. A filling such as lunch meat or cheese

______l. Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor

______m. A food that consists of bread, spread, and filling

1. Frills
2. Ribbon sandwich
3. Cornucopia
4. Pullman
5. Wedge
6. Open-faced sandwich
7. Checkerboard
8. Sandwich
9. Pinwheel
10. Closed sandwich
11. Accompaniment
12. Spread
13. Pastry bag
14. Wet filling

_____n. A utensil used to apply fillings in decorative patterns

_____o. A type of tea sandwich made by rolling up and slicing bread to which spread and filling have been applied

_____p. Small attractively decorated cold sandwiches

_____q. A type of tea sandwich made with three layers of bread in two contrasting colors

_____r. A type of thin sliced bread usually used in making tea sandwiches

_____s. A sandwich made on a large crusted roll with a filling consisting of a varied assortment of meats, cheeses, and vegetables

_____t. Work area set up; means that all that is needed for the menu at a given shift is lined up and ready to use

15. Dry filling
16. Monte Cristo
17. Mis en place
18. Tea sandwiches
19. Garnish
20. Decker sandwich

2. List four types of hot sandwiches.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

3. List four types of cold sandwiches.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

4. Complete the following list of sandwich ingredients.

   a. Bread

   b. ______________________________

   c. Fillings

      1) Dry

      2) Wet

   d. ______________________________

5. List three types of equipment and hand tools and utensils.

   a. Equipment

      1) ______________________________

      2) ______________________________

      3) ______________________________

   b. Hand tools and utensils

      1) ______________________________

      2) ______________________________

      3) ______________________________

6. List two methods of preparation for sandwiches.

   a. ______________________________

   b. ______________________________

7. Select true statements concerning cold sandwich wrapping by placing an "X" in the appropriate blanks.

   _____a. Sandwiches to be held for a time or for vending must be wrapped

   _____b. Procedure should be established to accomplish wrapping with a minimum of time and effort

   _____c. Wrapped sandwiches should be identified by looking at them

   _____d. Moisture/vapor-proof wrapping material should be used

   _____e. Heat sealing is the recommended sealing method

   _____f. If sandwiches are to be heated or frozen in their wraps, the wrapping material will have standard requirements

8. Circle the words which best complete the following statements concerning sandwich storage.

   a. Store sandwiches with perishable fillings under (heat, refrigeration)

   b. Protect unwrapped sandwiches from drying out or (absorbing, giving off) odors

   c. (Wax paper, damp cloths) or other moisture barriers must be used between sandwiches

   d. Place trays or baskets so as to allow air circulation to facilitate (freshness, cooling)

   e. Stacking sandwiches (decreases, increases) danger of mashing and soaking

9. Select true statements concerning standards of quality for sandwiches by placing an "X" in the appropriate blanks.

______a. Size and shape should be suitable for particular occasion

______b. Bread should be soft and crumbly or porous

______c. Filling should not have identifiable pieces

______d. Hot sandwiches should be served warm

______e. Never spread filling to edge of bread

______f. Combination of ingredients should be compatible

10. Match the terms on the right with their correct definitions.

______a. Individual who supervises pantry and area in which cold meats and fish are prepared

______b. A utensil used to apply spreads

______c. The main ingredient in canapes

______d. Preparation area for assembling cold foods, salads, cold meats, and fish

______e. A utensil used to apply fillings in decorative patterns

______f. Use of garnishes to enhance flavor and appearance of foods when served

______g. Foods such as canapes and hors d'oeuvres that are designed to be eaten with the fingers

______h. Bite size dish eaten with fingers or toothpick

______i. Beverages or assorted snacks served before a meal, as the first course, or with cocktails, wines, or punch

______j. Small pieces of bread, toast, wafer, pastry, covered with piquant food and garnished for eye appeal

1. Garniture
2. Sandwich spatula
3. Garde manger chef
4. Pastry bag
5. Canapes
6. Hors d'oeuvre
7. Appetizers
8. Finger foods
9. Filling
10. Garde manger station

11. Complete the following lists of types of hors d'oeuvres, canapes, appetizers, and fancy sandwiches.

    a. Hors d'oeuvres

        1) ____________________

        2) Bite size

        3) Smoked or processed

        4) In sauce

    b. Canapes

        1) Hot sandwiches

        2) Cold sandwiches

        3) ____________________

    c. Appetizers

        1) Juice cocktails

        2) ____________________

        3) Seafood cocktails

    d. Fancy sandwiches

        1) Checkerboard

        2) Cornucopia

        3) ____________________

        4) Ribbon

        5) Tea sandwiches

12. Select true statements concerning factors related to garnishes by placing an "X" in the appropriate blanks.

    ______a. Garniture is probably used more extensively in the pantry and garde manger section than any other

    ______b. Garde manger section may do less decorating on cold meats and buffet items

    ______c. Garnishes may be traditional and considered more as accompaniments

    ______d. Garnish size should be related to the size of the plate it garnishes

    ______e. An elaborate garnish of high degree may be required for elegant occasions

    ______f. Simple, well designed garnishes are best in most cases

    ______g. Labor involved in garniture work does not need to be considered

13. List eight basic edible ingredients used as garnishes.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

    g. ______________________________

    h. ______________________________

14. Select true statements concerning techniques for adding designs and forms by placing an "X" in the appropriate blanks.

    _____a. Fresh, raw vegetables to be sliced should be blanched and marinated

    _____b. Basic flowers are a good beginning point in carving as they are relatively simple to make and do not require a great amount of time

    _____c. Only fruits can be cut in julienne strips, bunched or bundled, and added together for bouquets

    _____d. Always wash raw vegetables and fruits thoroughly

    _____e. Vegetables and fruits should always be peeled

    _____f. Loose items such as peas and diced fruits may be cradled in melon containers, artichoke bottoms, or other carved food containers

15. Complete the following list of standards of quality for garnishes.

    a. ______________________________________________

    b. Should complement the food they garnish

    c. Contrast is desirable but should not be excessive

    d. ______________________________________________

    e. ______________________________________________

16. Demonstrate the ability to:

    a. Prepare and evaluate a mixed filling sandwich (chicken salad sandwich).

    b. Prepare and evaluate a dry filling sandwich (submarine sandwich).

    c. Prepare and evaluate a grilled sandwich (reuben sandwich).

d. Prepare and evaluate a fried sandwich (Monte Cristo).

e. Prepare and evaluate a decker type sandwich (club sandwich).

f. Cut and set up a three decker sandwich (club sandwich).

g. Prepare a tomato rose.

h. Carve a radish bud.

i. Prepare an apple bird garnish.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## QUICK BREADS AND YEAST PRODUCTS
## UNIT XVI

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

______ a. Puffed up individual quick breads that are leavened primarily by the natural action of steam

______ b. A moist form of yeast that must be dissolved in liquid before being used to made bread dough

______ c. An elastic substance that is formed when flour and water are mixed and manipulated, and that gives baked products their structural strength

______ d. Small individual quick breads made from a batter and baked in a cup-shaped pan

______ e. To raise a yeast dough by putting it in a warm, moist place

______ f. Method of mixing fat and sugar that adds air to the mixture and helps make the product light and fluffy

______ g. Batter thin enough to be poured from container

______ h. A shaped or molded mass of bread

______ i. A mixer attachment used to mix doughs and batters

______ j. A mixer attachment used for machine kneading of bread dough

______ k. A gas such as air, steam, or carbon dioxide which, when trapped in a dough or batter and heated, causes the product to increase in volume

______ l. Small round forms of quick bread often made with baking powder as a source of leavening

______ m. To fold and press dough to force out gas

______ n. An unbaked mixture of ingredients that is thin enough to be scooped, spooned, or poured

1. Paddle
2. Knead
3. Muffins
4. Gluten
5. Dough
6. Rest
7. Popovers
8. Batter
9. Leavening agent
10. Dry yeast
11. Scaling
12. Drop batter
13. Creaming
14. Biscuits
15. Yeast
16. Punch

_____o. To press raised dough with your fist to force out extra gases trapped during the rising process

_____p. The degree of density of a mixture or its thickness or thinness

_____q. A group of one-celled microscopic plants which produce the leavening agent, carbon dioxide, in many baked products

_____r. An unbaked mixture of ingredients which is thick enough to be rolled out or kneaded

_____s. A mixing method in which the shortening is cut into the dry ingredients to help make the product flaky

_____t. A granular form of yeast that may be combined with other dry ingredients for mixing into bread dough

_____u. A triangular-shaped variety of Danish pastry in which the filling is sealed inside the pastry covering

_____v. Batter that must be spooned or scooped from container

_____w. A yeast-raised dough enriched with sugar and eggs

_____x. To allow dough to set after punching, scaling, and rounding for gluten strands to relax for ease in rolling and cutting

_____y. Varieties of bread products that are simple and quick to prepare, and that do not use yeast as a source of leavening action

_____z. A cabinet with temperature and humidity controls where yeast doughs are placed to rise

_____aa. Dividing dough into uniform weights and shapes

17. Turnover
18. Proof box
19. Sweet dough
20. Proof
21. Compressed yeast
22. Dough hook
23. Loaf
24. Consistency
25. Quick breads
26. Pastry method
27. Pour batter

2. Match the main ingredients on the right with their functions.

_____a. Body; structure

_____b. Moisten; activate leavening agent; flavor

_____c. Cause product to increase in volume

_____d. Volume; color; nutrients; flavor; texture

1. Leavening agents
2. Flour
3. Liquid
4. Shortening

______ e. Food for yeast; sweetening; browning; tenderizer

______ f. Flavor; controls growth of yeast

______ g. Tenderize; add richness; flavor

5. Eggs
6. Sugar
7. Salt

3. List four common types of quick breads.

a. ____________________________________

b. ____________________________________

c. ____________________________________

d. ____________________________________

4. Select from the following list common types of yeast breads by placing an "X" in the appropriate blanks.

______ a. Pancakes

______ b. White

______ c. Rye

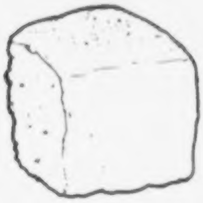
______ d. Biscuits

______ e. Whole wheat

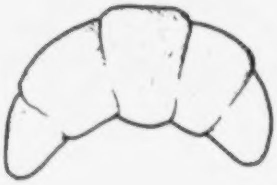
______ f. Pumpernickel

______ g. Muffins

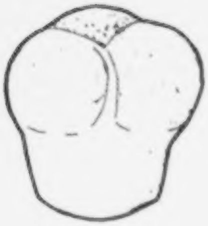
5. Identify shapes of yeast or dinner rolls.



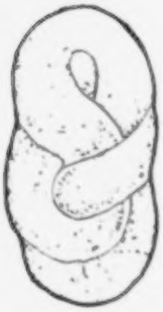
a. ________________________________



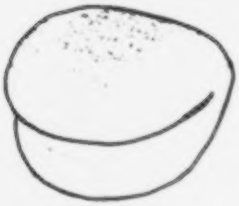
b. ________________________________



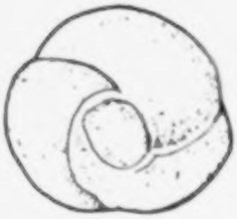
c. ____________________



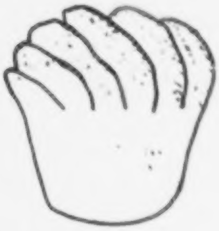
d. ____________________



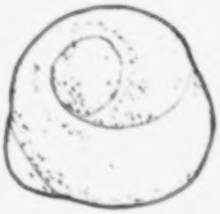
e. ____________________



f. ____________________



g. ____________________



h. ____________________

6. Select true statements concerning steps for using yeast by placing an "X" in the appropriate blanks.

   _____a. Add yeast to cold water

   _____b. Stir

   _____c. Allow yeast to soak ten minutes

   _____d. Stir until yeast is dissolved

   _____e. Add the amount of dissolving water from that shown in the recipe unless specifically mentioned

7. Complete the following list of factors influencing the quality of baked products.

   a. ______________________________

   b. Method of mixing ingredients

   c. Mixing time

   d. ______________________________

   e. ______________________________

8. Circle the words which best complete standards of quality for quick breads and yeast products.

   a. Appearance--Shape should be characteristic of product; crust should be (randomly, evenly) browned and free from cracks or bulges

   b. Flavor--Ingredients well blended; no (bitterness, sweetness)

   c. Texture--(Moist, dry), tender; free from doughiness

   d. Volume--(Light, heavy) in weight in proportion to size

   e. Uniformity--Uniform in size and (shape, weight); characteristic of kind being made

9. Demonstrate the ability to:

   a. Prepare and evaluate plain muffins.

   b. Prepare and evaluate baking powder biscuits.

   c. Prepare and evaluate banana nut bread.

   d. Prepare and evaluate corn bread.

   e. Prepare and evaluate cake doughnuts.

   f. Prepare and evaluate white bread.

   g. Prepare and evaluate yeast rolls.

   h. Prepare and evaluate basic sweet rolls.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## DESSERTS
## UNIT XVII

NAME ______________________________

## TEST

1. Match the terms on the right with their correct definitions.

______ a. A food item, usually sweet, that is served after a meal

______ b. A basic cornstarch pudding enriched by the addition of eggs

______ c. A cooked mixture of water, glucose, and granulated sugar used as an icing or as a base for icings

______ d. A design applied around the edge of a cake at the top or bottom

______ e. The degree of density of a mixture, or its thickness or thinness

______ f. The part of a pie made from dough

______ g. A choux paste product consisting of a cylindrical shell filled with pastry cream and often covered with chocolate icing

______ h. A smooth mixture made by cooking flour, shortening, and water together and then adding eggs

______ i. A way of mixing shortened cakes in which the fat and sugar are creamed together to incorporate large amounts of air

______ j. Small cakes baked in a muffin pan

______ k. A flavorful mixture placed in or under a pie crust

______ l. Another name for icing

______ m. A ball-shaped choux paste product consisting of a crisp outer shell filled with whipped cream or a cream filling

______ n. A milk based dessert that is thickened entirely by eggs

______ o. A type of cookie that is dropped from a scoop or pastry bag

1. Cream pudding
2. Fondant
3. Border
4. Cupcakes
5. Conventional method
6. Filling
7. Crust
8. Bar
9. Choux paste
10. Buttercream icing
11. Cream puff
12. Consistency
13. Frosting
14. Angel food cake
15. Drop

______p. A cake type that does not contain fat and is usually leavened entirely by the natural agents, air and steam

______q. Thick, rich icing made by creaming together shortening and sugar and adding flavorings

______r. Cookies that are shaped, or cut to size, after they have been baked

______s. Foam-type cake in which the whites of the eggs are used as a leavening agent

______t. To bake a pie before the filling is added

______u. A meringue used as an airy topping or combined with other ingredients to add lightness to product

______v. A product often used to thicken chilled desserts

______w. A tool used to drop measured amounts of choux paste for cream puffs

______x. A cake that consists of two or more pieces of cake stacked on top of each other, and finished as a whole

______y. A foam-type cake that contains whole eggs or sometimes egg yolks

______z. A cake baked in a loaf pan

______aa. A rich dough produced by layering shortening (butter or margarine) between folds of dough and then rolling and folding the dough a set number of times

______bb. A thinned-down icing

______cc. Large, flat, rectangular cake that is often baked when a large number of servings are needed

______dd. A starch-type ingredient sometimes used to thicken puddings

______ee. Mixture of cornstarch or flour and shortening used to coat cake pans

16. Foam-type cake
17. Eclair
18. Dessert
19. Custard
20. Puff paste
21. Glaze
22. Scoop
23. Leavening
24. Steam
25. Icing
26. Gelatin
27. Sheet cake
28. Soft meringue
29. Tapioca
30. Pudding

______ ff. A food consisting of a flavorful filling baked in a pan lined with pastry or topped with pastry or both

______ gg. A sweet mixture that has sugar as its main ingredient and that is used as a filling or coating for cakes and cookies

______ hh. A dessert made basically of milk, a thickener, sugar, and a variety of flavorings

______ ii. A baked food made of pie dough or paste dough

______ jj. A special type of icing that hardens when dry and is used to make three-dimensional flowers

______ kk. The leavening agent for puff paste and choux paste products

______ ll. The action that produces gases that cause a batter to increase in volume

____ mm. A pie topping made by beating egg whites and sugar until they become stiff

______ nn. A type of cookie for which the dough is shaped before refrigeration and then cut to desired proportions

______ oo. A cake pan that has high sides and a tube in the middle, and that is usually used for baking foam-type cakes

______ pp. A mark left by a spoon in the surface of a pudding or sauce that has cooked to the proper thickness

______ qq. A speedy method for mixing shortened cakes, in which the fat, eggs, and liquid are added to the sifted dry ingredients

31. Ice box
32. Layer cake
33. Meringue
34. Pan coating
35. Loaf cake
36. Prebake
37. Pastry
38. Royal icing
39. Sponge cake
40. Pie
41. Tube pan
42. Two-stage method
43. Track

2. List four methods of cake preparation.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Complete the following list of steps in filling cake pans.

   a. ______________________________

   b. Dust with all purpose flour

   c. Turn pan over

   d. ______________________________

   e. ______________________________

4. Select true statements concerning standards of quality for cakes containing fat by placing an "X" in the appropriate blanks.

   _____a. Appearance--Symmetrical shape, slightly rounded top, free from cracks or peaks; uniform light brown except where ingredients darken the color

   _____b. Volume--Heavy in weight in proportion to size

   _____c. Texture--Tender, moist crumb, feels velvety to the tongue

   _____d. Internal structure--Coarse grain, uneven cells with thick cell walls and tunnels

   _____e. Flavor--Ingredients well blended, free from undesirable flavor from fat, leavening, flavoring, or other ingredients

5. Select standards of quality for cakes without fat by placing an "X" in the appropriate blanks.

   _____a. Appearance--Symmetrical shape with level top; uniform dark brown, except where ingredients lighten the color

   _____b. Volume--Extremely heavy weight in proportion to size

   _____c. Texture--Tender, feathery texture, with resilient crumb

   _____d. Flavor--Delicate flavor, free from excessive flavor of egg, flavoring, or acid

   _____e. Internal structure--Fine round grain, evenly distributed cells with thin cell walls, free from tunnels

6. List five common icings.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

7. Complete the following list of steps in applying heavy or thin icing to bakery goods.

   a. Heavy icing

      1) ______________________________

      2) Ice top

      3) Meet top and sides

      4) ______________________________

   b. Thin icing

      1) Pour icing on top of product

      2) ______________________________

      3) ______________________________

8. Select true statements concerning standards of quality for icings by placing an "X" in the appropriate blanks.

   _____a. Appearance--Appropriate for occasion; style and color should be considered

   _____b. Flavor--Delicate and pleasing, characteristic of kind

   _____c. Texture--Thick and sticky with crystals or crust

   _____d. Distribution--Even, well covered, with no thin spots

   _____e. Compatibility--Icing suitable to kind of cake

9. List six common types of cookies.

   a. ____________________________________

   b. ____________________________________

   c. ____________________________________

   d. ____________________________________

   e. ____________________________________

   f. ____________________________________

10. Circle the words which best complete general rules for cookie preparation.

   a. (Stir, Sift) flour to remove lumps

   b. Chill cookie dough before (baking, rolling)

   c. Carefully work leftover dough in with fresh (flour, dough)

d. Place cookies on pan to (touch, avoid) sides of pan or other cookies

e. Bake cookies until (just, well) done

f. (Partially, Completely) bake thin cookies

11. Select true statements concerning standards of quality for cookies by placing an "X" in the appropriate blanks.

_____a. Appearance--Should be even in shape, have uniform color, and should be characteristic of kind

_____b. Flavor--Ingredients should be well-blended with excessive seasoning

_____c. Internal structure--Uneven cells, tunnels

_____d. Texture--Thin cookie should be crisp and tender; thick cookies should be chewy and tender

_____e. Color--Uniform and characteristic of kind

12. Complete the following list of statements concerning steps in mixing pie crust.

a. Cut in ______________________________ to flour

b. Mix gently when adding flour after adding ______________________________

c. Toss flour ______________________________ after adding water

d. Add extra water and toss gently if dough is too ______________________ or dry

13. Complete the following list of standards of quality for pastries.

a. Appearance--Uniform browning of top and sides, with rough surface almost ______________________________ in appearance

b. Flavor--Rich flavor of well blended and properly ______________________________ ingredients

c. Texture--Tender, but free from tendency to crumble, ______________________ on bottom as well as edges

d. Grain--______________________________, with easily separated layers

e. Consistency--Uniform shape of individual items, characteristic of type, does not ______________________________

14. Select common pie fillings by placing an "X" in the appropriate blanks.

_____a. Fruit

_____b. Cream

_____c. Chiffon

_____ d. Meringue

_____ e. Custard

15. List four common pie toppings.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

16. Complete a list of standards of quality for pie fillings and toppings.

    a. Appearance--Smooth, free from cracks; ________________ where appropriate

    b. Flavor--Characteristic of kind, free from excessive ______________________ or uncooked starch

    c. Texture--Characteristic of kind, holds shape when cut, stiff enough to prevent

       ______________________________________

    d. Consistency--Firm enough to keep from _________________________ crust

    e. Compatability--Filling and _____________________ compatible, characteristic of type of pie

17. Circle the words which best complete statements concerning how to prepare puff pastry.

    a. Roll dough (several, one) time(s)

    b. Use a (soft, firm) fat

    c. Use (ice, warm) water to cool the dough

    d. Place dough in refrigerator (after, before) final rolling

    e. Make holes on top of pastry to prevent (blisters, cracks) from forming

18. Complete the following list of statements concerning factors affecting the production of turnovers.

    a. Dough is _____________________________ shaped

    b. Dough is _____________________________ carefully and sealed

    c. Dough is baked on _________________________________

19. Select true statements concerning methods for preparing choux paste products by placing an "X" in the appropriate blanks.

_____a. Line pan with wax paper

_____b. Place batter onto baking pan using pastry bag and tip

_____c. For eclairs, move bag in straight line, for three inches, making rectangular shape

_____d. For cream puffs, squeeze pastry bag to form round shape

_____e. Space batter two inches apart

20. Demonstrate the ability to:

a. Prepare and evaluate white cake.

b. Prepare and evaluate fudge cake.

c. Prepare and evaluate angel food cake.

d. Prepare and evaluate boiled icing.

e. Prepare and evaluate butterscotch cookies.

f. Prepare and evaluate brownies.

g. Prepare and evaluate chocolate chip cookies.

h. Prepare and evaluate sugar cookies.

i. Prepare and evaluate pie crust.

j. Prepare and evaluate fruit pie.

k. Prepare and evaluate cream pie.

l. Prepare and evaluate meringue topping.

m. Prepare and evaluate custard pie.

n. Prepare custard filling for cream puffs.

o. Prepare and evaluate cream puffs.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

## BREAKFAST COOKERY
## UNIT XVIII

NAME________________________________

## TEST

1. Match the terms on the right with their correct definitions.

_____a. To partially cook by simmering in water

_____b. Bread dipped in a mixture of egg and milk then sauted or fried

_____c. An appliance with two electrically heated hinged parts that close around batter and imprint a pattern on it as it bakes

_____d. Sliced, cooked potatoes sauted to a golden brown

_____e. Boiled potatoes, diced or shredded and sauted until they have a crisp golden brown crust

_____f. An egg cooked until the yolk is completely coagulated

_____g. A cereal product made from corn and often served in place of potatoes

_____h. A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake

_____i. A device used to drop the correct amount of batter onto the surface of a waffle iron

_____j. Food items that can be quickly prepared upon request

_____k. To cook food ahead of time either partially or completely to permit speedy final cooking or reheating

_____l. A thin flat cake made of batter cooked on both sides, usually on a grill

_____m. To cook shelled eggs by simmering them in water

1. Home fries
2. Waffle
3. Precook
4. Hard cooked
5. Grits
6. Blanch
7. Poach
8. Short orders
9. Scramble
10. French toast
11. Waffle dropper
12. Pancake
13. Waffle iron

______n. To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked

______o. Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan

______p. An egg cooked in the shell unit until the white is mostly firm and the yolk is slightly thickened but still liquid

______q. An inaccurate term sometimes used to describe eggs that are cooked in their shells

______r. A late breakfast, an early lunch, or a combination of the two

______s. A special dish in which a toasted English muffin half is topped with Canadian bacon, a poached egg, and Hollandaise sauce

______t. Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side

______u. An egg product prepared by pouring beaten eggs into greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service

______v. A method of egg cookery in which shelled eggs are cooked in a small amount of fat

______w. Eggs that are fried without being turned over

______x. Changed from a liquid to a thickened state

14. Hash browns
15. Coagualted
16. Boiled
17. Eggs Benedict
18. Omelet
19. Country style
20. Brunch
21. Frying
22. Soft-cooked
23. Sunny side up
24. Eggs over easy

2. Complete the following list of unique features of the breakfast meal.

   a. Food is ______________________________ to order

   b. Food takes ______________________________ amount of time to prepare

   c. Food must be served ______________________________

   d. Guests want to eat ______________________________

   e. Many ______________________________ are served

3. Select true statements concerning characteristics of a Continental breakfast by placing an "X" in the appropriate blanks.

_____a. Fruit or juice is served as part of the breakfast

_____b. This type of breakfast is becoming very popular in hospitals

_____c. A continental breakfast requires no cooking

_____d. Toast or pastry is part of the light breakfast

4. Select common breakfast foods by placing an "X" in the appropriate blanks.

_____a. French toast

_____b. Scrambled eggs

_____c. Pancakes

_____d. Iced tea

_____e. Bacon

_____f. Cereal

_____g. French fried potatoes

_____h. Waffles

_____i. Fruit or juice

_____j. Doughnut

_____k. Milk

_____l. Crepe

5. Complete the following list of prepreparation procedures for breakfast.

a. ________________________________________

1) Scrambled--Large container

2) Fried--Individual cups

b. Prepare batters

1) Pancakes

2) ________________________________________

3) French toast mixture

c. Cook hot cereal

d. Portion fruits

e. ______________________________

1) Place meat on pans for cooking

2) Place pans in oven

f. Warm ______________________________

6. List six common condiments.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

7. Demonstrate the ability to:

a. Prepare scrambled eggs.

b. Prepare fried eggs.

c. Prepare simmered eggs.

d. Prepare poached eggs.

e. Prepare an omelet.

f. Prepare griddle cakes.

g. Prepare hash brown potatoes.

h. Prepare blanched link sausage.

i. Prepare blanched bacon.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)